Thematic Grade Two

Module 5A: Water—Our Most Important Liquid

Learning Technologies Branch

Alberta LEARNING

Grade Two Thematic
Module 5A: Day 1 to Day 9

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Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

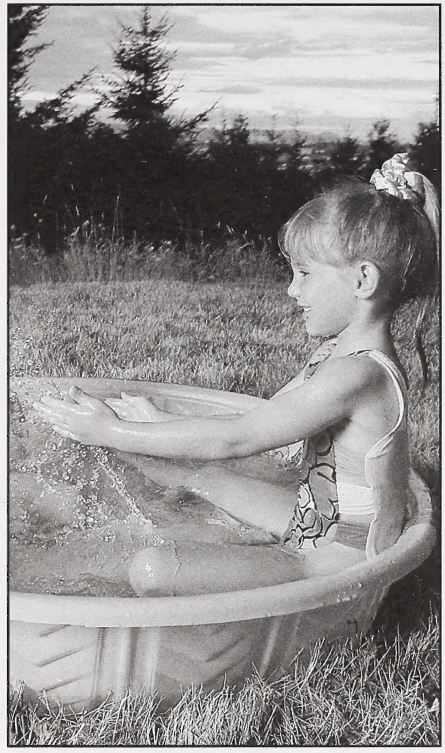
Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

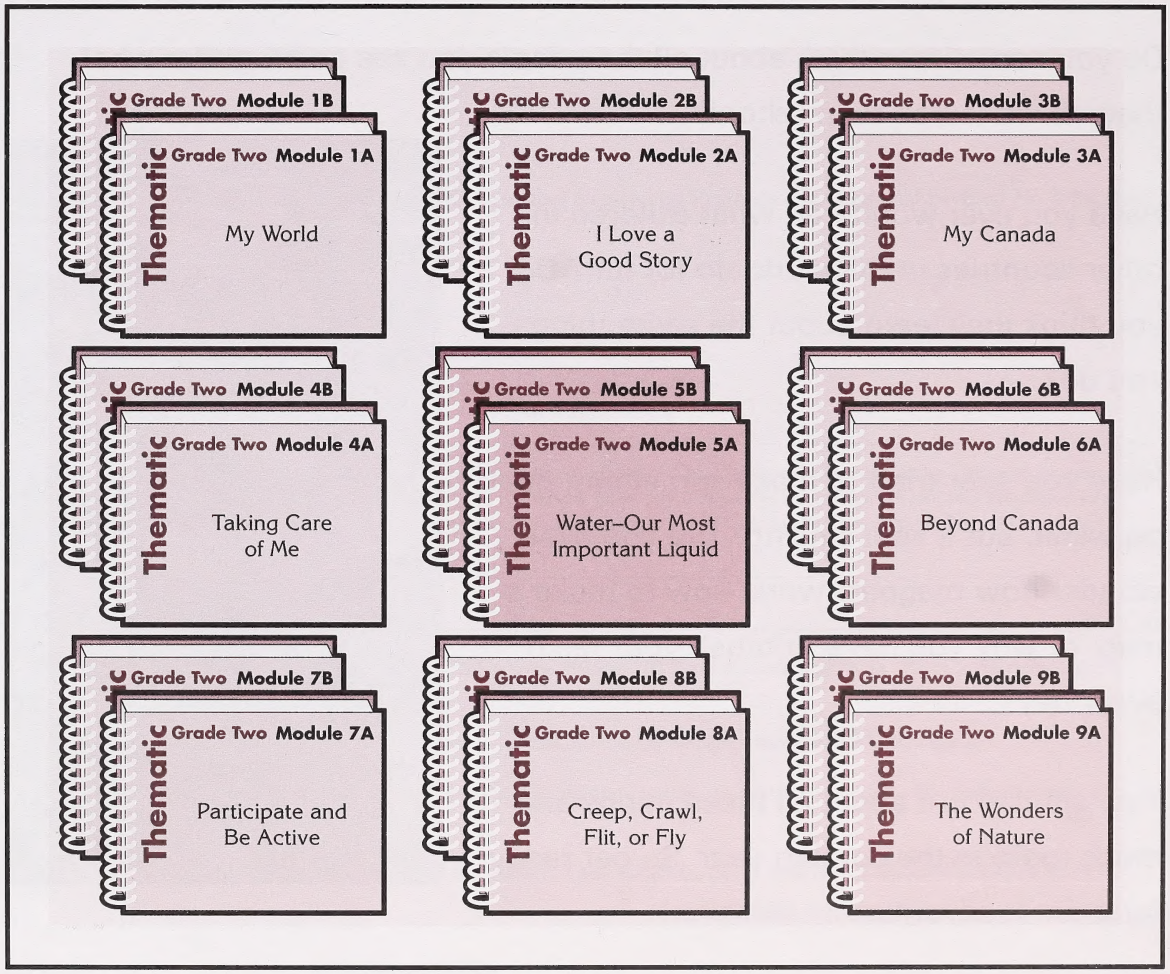
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



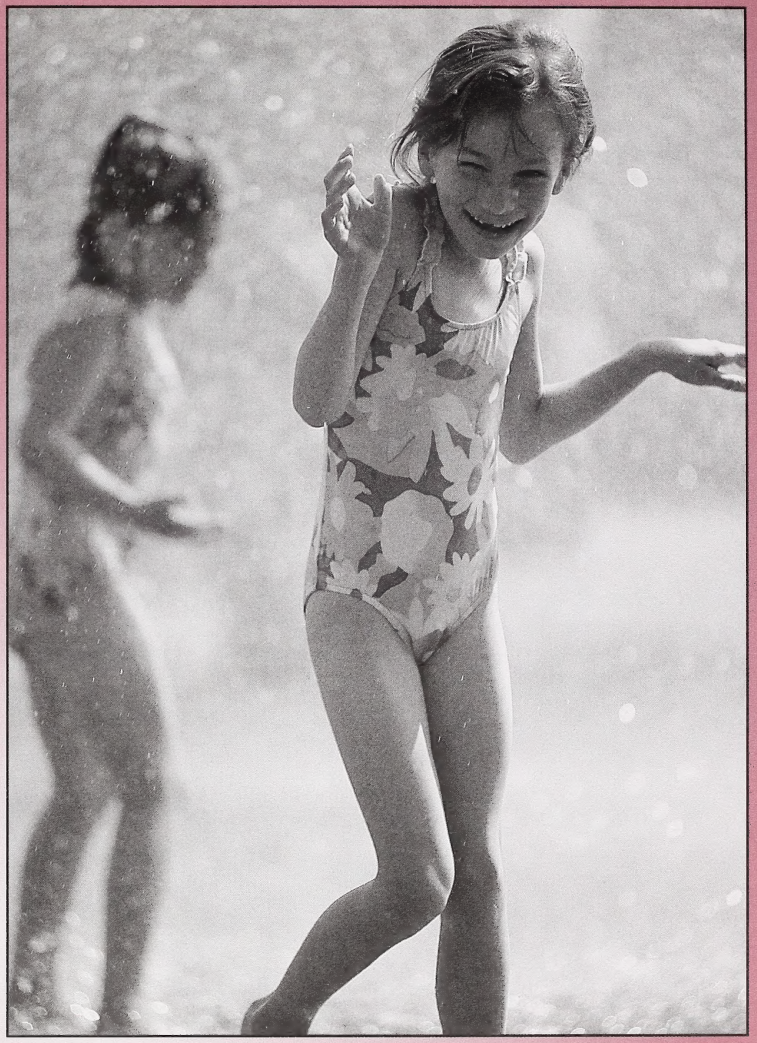
Read all the text to the student as he or she follows along.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.



Contents



Water—Our Most Important Liquid

You're going to discover a lot of interesting things about water in this module. You'll have fun doing all kinds of experiments with water.

You will learn about being a part of the community and how being with family members and friends can make you a happier person.

So get ready to begin Module 5!

The student may read the text aloud on his or her own or you can read the text to the student while he or she follows along.

Day 1: All Join In

There are many ways you can join in to have fun with family or friends. These children are riding in a canoe on a pond. It's the same pond they skate on in the winter.

You will read about how other children join in activities too. You will also learn some new things about water.

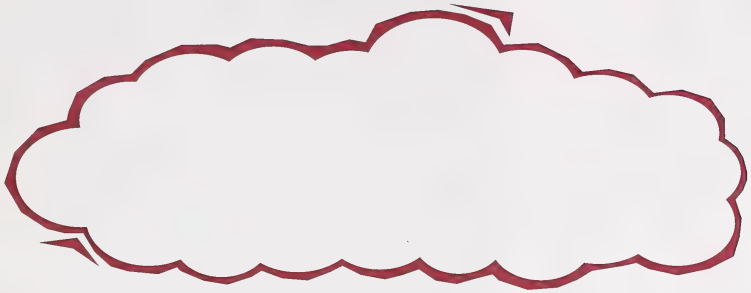
Calendar Time

Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Review the days of the week and the months of the year.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Work on Module 5: Day 1.

All Join In

What do you think the phrase **all join in** means? Talk about times when you worked or played in a group.

Take out the book *All Join In.*

Look at the cover of the book *All Join In*. What do you think the book will be about?

Turn to the Contents page. Read each title and look at the mini picture beside it.

What do you think the first selection will be about?

Close your eyes and listen as your home instructor reads the poem "All Join In" to you.

Now read the poem aloud.

Have the student look at the cover and title of the book and predict what he or she thinks it will be about. Have the student answer the questions orally.

Read the poem "All Join In" to the student. Do not let the student see the pictures as you read the poem. Ask the student to visualize pictures as you read. Then talk about which words helped with the visualization. Have the student look at the illustrations and compare them with his or her own mental pictures.

Have the student print the name of the author and illustrator on the lines. **Quentin Blake** is both. The student may be interested in his other books: *Patrick*, *Mr. Magnolia*, *Mrs. Armitage on Wheels*, *Quentin Blake's ABC*, and *Because a Fire Was in My Head.*

Who is the author of the poem "All Join In"?

_____

Who is the illustrator?

_____

Can you remember which three instruments were mentioned in the poem? Circle Yes or No. What are they? What are some words that describe the sounds the instruments make?

How do the illustrations fit with the words in the poem?

Why do you think it is best when everyone joins in?

What instrument would you like to play in a group? What sounds would it make?

Journal Time

Take out your journal. Turn to the Reading Response section.

Did you like the poem "All Join In"? Why or why not? What did you think of the illustrations? Write your thoughts about the poem in your journal.

Remember to print today's date at the top.

Discuss the student's thoughts and feelings about the poem. Have the student write three or four sentences about the poem in his or her journal.

New Words

Listen to each word as the student says it aloud. Correct the student if needed.

These words are from the poem "All Join In." Read them to your home instructor.

join	sound

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look–say–cover and see–write–check** way of learning to spell these new words.

Use your new words to complete these sentences.

1. A grizzly bear makes a very loud _____.

2. Would you like to _____ our group?

The answers are **sound** and **join**.

On the lines, print the answers to the following.

What are three words that rhyme with **sound**?

_____ _____

_____

Words that rhyme with sound are any three of the following: **ground**, **found**, **round**, **bound**, **hound**, **mound**, **pound**, **wound** (past tense of **wind**).

Take one vowel out of **join** to make a boy's name. Don't forget to put a capital at the beginning. _____

The name is **Jon**.

Take out two white index cards.

Print the two words on the index cards. Put the cards on your Word Wall.

If there are any other words from the poem "All Join In" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Take out your *Collections Writing Dictionary.*

Print the two new words in your dictionary.

All Kinds of Instruments

Get ready to review instruments and do some stretching today.

The three children in the poem "All Join In" play three different kinds of instruments—a trumpet, a drum, and a violin. Instruments in an orchestra "join in" too. They all belong to groups or families. Instruments in an orchestra are divided into four main sections. Do you remember the names of the sections or families of instruments?
Circle 

or 

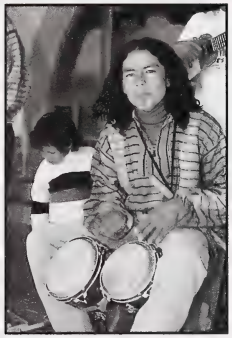
.

Review the groups of instruments with the student. If you have the video *The Orchestra*, play it for the student now, or if you have the book *The Orchestra*, read it now. If you don't, but have access to the Internet, visit the following website for an excellent presentation of instrument families and their sounds:

www.datadragon.com

Click on "Online Tutorials." If you have the audiocassette *Orchestranimals*, play the audiocassette now.

Do these "ring a bell"?

Brass Family	String Family	Percussion Family	Woodwind Family
			
tuba	cello	timpani	clarinet

Why do you think the instruments are grouped in this way?

Fill in the following chart by printing the names of the characters in "All Join In" in the first column. Then print the instrument each character plays in the second column and the family the instrument belongs to in the last column.

Discuss why the instruments are divided in certain ways. Those made of strings, like the violin, are in the string family; those made of brass, like the trumpet, are in the brass family; those that were all made of wood originally, although some (like the flute) are now made of metal, are in the woodwind family; and instruments you hit, like drums and cymbals, are in the percussion family.

The answers are **trumpet**, **brass**; **drums**, **percussion**; and **violin**, **string**.

Name	Instrument	Instrument Family

The missing family is **woodwinds**.

Which instrument family is missing? Can you add it to the chart?

Now you have the four sections.

In turn, have the student pretend he or she is playing the trumpet, drums, and violin. Encourage him or her to "play" each one with enthusiasm.

Imagine you can play Sandra's, Mervyn's, and Stephanie's instruments. "Play" each instrument in turn. Make the sounds they make.

Your home instructor will play some music for stretching. Follow your home instructor in performing the stretches.

Refer to the Home Instructor's Guide for more information about this activity.

Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about the activity.

You may send this drawing to your teacher on Day 9.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Fun with Phonics

Refer to the Home Instructor's Guide for more information about this activity.

Read these words aloud.

play sailing today say

Elicit "long a." Circle "ay" or "ai" in each of the words. Point out that the two vowels together have a "long a" sound.

What vowel sound do you hear in each word?

Do you remember this vowel rule?

> When two vowels come together, the first vowel stands for the long sound, and the second vowel is silent.

Remember that phonics rules often have exceptions. Your student may notice exceptions to this rule, such as the words *out* and *heard*.

Check the words you just read aloud to see if this rule applies.

Guide the student in applying the vowel rule to each of the words.

hay
tray **ay** pay

rain
ai sail
nail

Can you think of words to complete the following? Use words with **ai** or **ay** in them.

1. The opposite of **night** is _____.

2. You do this to a letter. _____

3. You do this when you buy something.

   _____

4. You do this with a brush and watercolours.

   _____

Now you will be working with the vowel pairs **ai** and **ay**.

Do pages 181 and 182.

The answers are **day**, **mail**, **pay**, and **paint**.

Experimenting with Water

Take out the book *All Join In.*

Look at the cover of *All Join In.* What are the children doing?

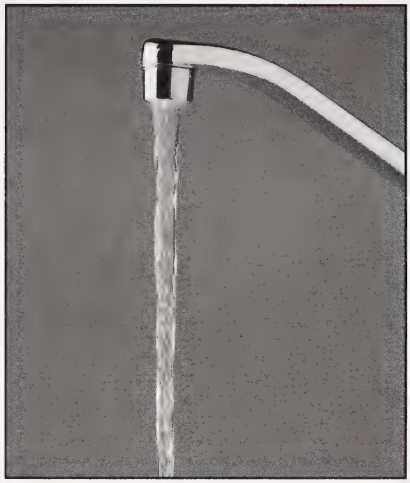
What are they skating on? What could that place be in the summer?

You're going to discover a lot of interesting things about water today.

Have the student answer the questions orally. Talk about the ice that the children are skating on and how it is really water that has frozen. Point out that the ice looks like a natural area (perhaps a river, pond, or small lake) as opposed to a skating rink. Guide the student to the realization that the ice will turn to water in warmer weather and might become a pond.

Look at the materials your home instructor has provided. Work over a sink and use them to experiment with water. Following are some ideas:

- Fill a large container with water, and look at the calm, still water.
- Blow gently on the surface of the water in the container. What happens?
- Smell the water.
- Feel the water.
- Make a drop of water hang from your finger.



- Drag a drop of water across your desk.
- Move water using a straw, an eyedropper, a funnel, and a spray bottle.

Refer to the Home Instructor's Guide for a discussion of the properties of water and instructions for this activity.

- Put a hole in a plastic bag filled with water and watch it flow out.
- Drop a penny or a paper clip into the water. What happens?
- Shake water in a closed container.
- Pour water from one container to another. Listen to the sound it makes.
- Pour the same amount of water into containers of different shapes and sizes.

- Change water levels by tilting the containers.
- Pour water into a plastic bag. (See if you can change its shape.)

Some Things I Discovered

Talk about what you found out about water.

An Experiment

In the boxes, draw the four bottles your home instructor gave you.

For this experiment, supply your student with four different bottles. They should vary in size and shape and should not hold more than 1000 mL or 1 L.

_____ mL	_____ mL	_____ mL	_____ mL
Bottle A	Bottle B	Bottle C	Bottle D

Which bottle do you predict will hold the most water?

_____

Which do you predict will hold the least?

_____

Test to see how much water each bottle holds. Use a measuring cup.

- **Bottle A** holds _____ mL of water.
- **Bottle B** holds _____ mL of water.
- **Bottle C** holds _____ mL of water.
- **Bottle D** holds _____ mL of water.

Which bottle held the most water? _____

Which bottle held the least water? _____

Have the student measure the amount of liquid poured into each bottle and record it in the chart below each bottle. Then print the answers to the questions on the lines.

Show the student how to measure water in a measuring cup by viewing the water at eye level. Have the student pour water into the cup, place it on a stable surface (like a counter top or table), and then bend down to look at the water at eye level. Point out the lines showing millilitres.

Was your prediction correct? Good for you if it was!

Complete Day 1: Assignment 1 in your Assignment Booklet.

Did You Know?

Your blood is mostly water. In fact, 80 percent of blood is water.

Looking Back

Today was your first day of the new module.

What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What did you learn that was interesting?

Turn to Assignment Booklet 5A and complete Day 1: Learning Log. Have the student include his or her comments.

What are you looking forward to learning more about?

What would you like to tell your teacher about today's lesson?

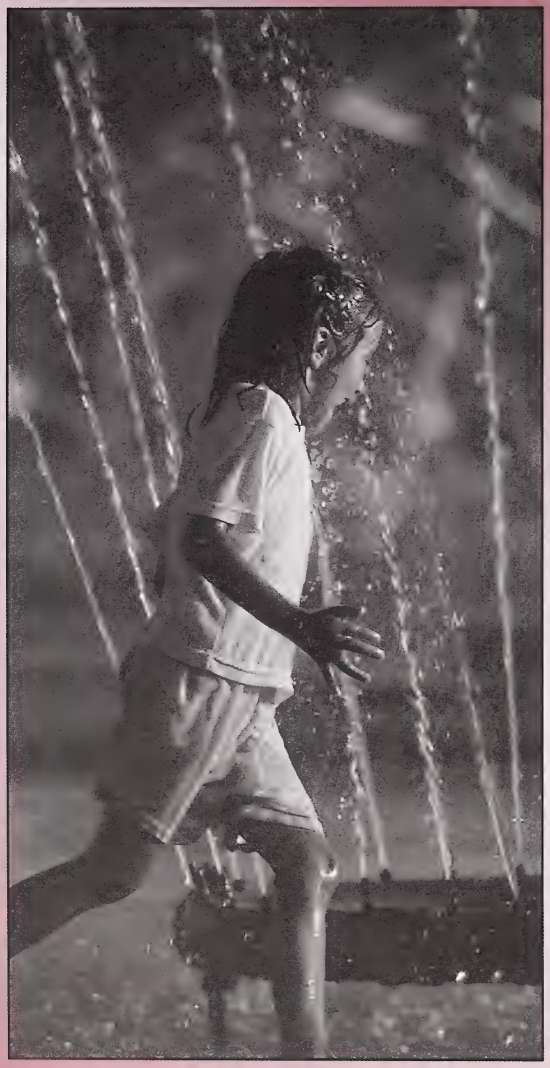
Story Time

Find a favourite spot, relax, and enjoy the story!

Sharing Time

It's time to share some of the things you did today with your family or friends. For example, you could do one of the following:

- Read the poem "All Join In."
- Talk about the things you learned about water. Show the graph you made in the Assignment Book.
- Talk about the instrument families.



Day 2: Wet Outside and Inside

The girl can see and feel water outside. You can also see and feel water outside when it's raining.

You can see and feel water inside when you take a bath or brush your teeth.

Today you will be experimenting with liquids inside. You will also be reading about a rainy day outside.

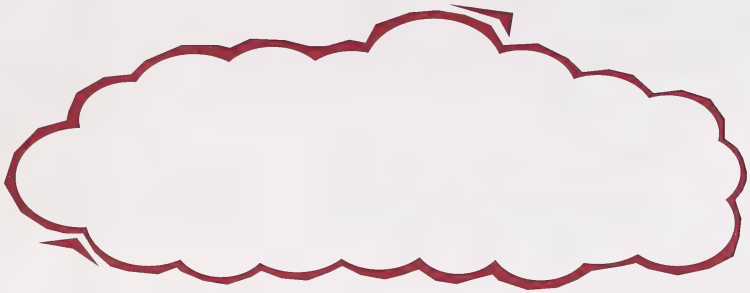
Calendar Time

Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Review the days of the week and the months of the year.

Discuss today's forecast with the student.

Discuss the current weather with the student.

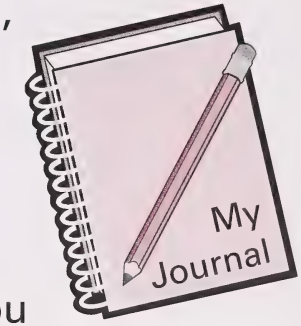
Work on Module 5: Day 2.

Journal Time

Remind your student to print the day's date at the top, if he or she has forgotten.

Take out your journal. Turn to the Personal Writing section.

Do you play a musical instrument? If you do, write about it. If you don't, write about a musical instrument you would like to play. If you want, you could write about how you feel about music.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Words That Describe

Have your student follow as you read the poem on the following page. Then have the student read the poem to you. See the Home Instructor's Guide for an example chart.

Follow the words as your home instructor reads the poem "Goose Calls" to you. Then read the poem to your home instructor.

Goose Calls

Off we all go to the pond.
Follow the reedy trail,
We're off to join the noisy goose calls.
HONK HONK HONK—of this song we all are fond.

We don't care if the sky is dark,
and the sun doesn't shine.
We're off to join the noisy goose calls.
HONK HONK HONK—through the park.

Now it's beginning to rain,
but we march right along.
We're off to join the noisy goose calls.
HONK HONK HONK—is the song.

First, print the main idea of the poem in the following chart. What words help you picture the sights in each verse? What words help you imagine the sounds? Print those words in the right column.

Main Idea:		
Verse	**Sights**	**Sounds**
First		
Second		
Third		

Take out the book *Amazing Animals.*

Now that you know how to find words that describe sights and sounds, you will try it on your own. Turn to the story "The Tiny Patient" in your book *Amazing Animals.* The story has many descriptive words in it. See how many you can find on just two pages.

Take out a sheet of lined paper.

On a sheet of paper, make a chart like the one you just worked on. On the chart print the headings **Main Idea**, **Page**, **Sights**, and **Sounds**. Fill in the chart with the page numbers 10 and 13 and the words that describe the sights and sounds on each of those pages.

You will send this chart to your teacher on Day 9.

Assist the student as needed in drawing the chart and finding the descriptive words. Use the chart in the Home Instructor's Guide as an example. Although the student does not fill in the chart for pages 11 and 12, do read them and ask the student to find the words that describe sights. There are no descriptive words for sounds on these two pages. The words that describe sights on pages 11 and 12 are **dewy grass**; **inched our way**; **soft, quivering body**; **frightened and in pain**; **stiff wing**; **bird covered with a handkerchief**; and **warm, safe kitchen**.

Then have the student read pages 10 and 13 and look for the descriptive words.

I'm a Poet

Take out the book *All Join In.*

Turn to the poem "All Join In" and read it to yourself.

Can you find the pattern in the poem?
Circle 

or 

.

Do you think you could be a poet?

Take out a sheet of lined paper.

Now try to write new verses for the poem "All Join In."

How well did you do?

With the student, look at the patterns and message of the poem. Guide the student to see that the pattern in the poem names a person, tells what instrument is played, and tells about the person or the sound. In the first two verses, **trumpet** and **drum-kit** and **sound** and **around** rhyme. In the last two verses, **violin** and **join in** rhyme. The student's added verse(s) can follow that pattern. See the Home Instructor's Guide for an example.

When you finish your verses, add the last verse from "All Join In" to finish your poem. Add your own illustrations. Look at the illustrations for the poem "All Join In" for ideas.

You will send your poem and pictures to your teacher on Day 9.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for more information about this activity.

Fun with Phonics

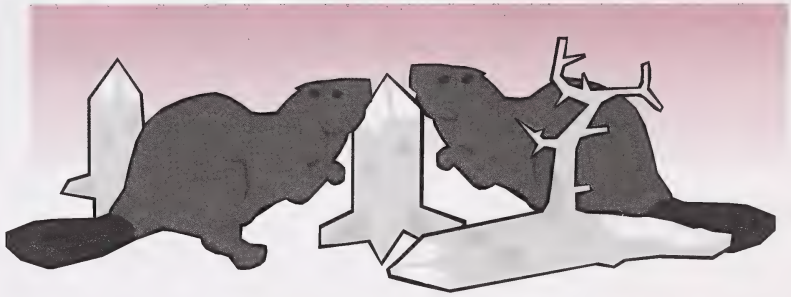
Read these groups of words aloud.

bean seeds

sweet pea

green leaves

eager beavers



What vowel sound do you hear in each group? Yes, you hear the **long e** sound.

Do you remember the long vowel rule?
Circle Yes or No. What is it?

Does this rule apply to the words in colour above?

The repeated vowel sound in each group is a "long e." Circle the "ea" and "ee" pairs in each word. Point out that the two vowels together have a "long e" sound.

Remind the student of the long vowel rule: When two vowels come together, the first vowel stands for the long sound and the second vowel is silent.

Help the student apply the vowel rule to each of the words.

Your home instructor will say some sentences. Print the sentences on the lines. Circle in green the **ee** and **ea** vowel pairs.

1. _____

_____

2. _____

_____

3. _____

_____

You will be working with the vowel pairs **ee** and **ea**.

Do pages 183 and 184.

Dictate the following sentences.

1. That peach is sweet.
2. Do you know where my green jeans are?
3. There's something stuck between my teeth.

Check the spelling, punctuation, and circled vowel pairs with the student. The words with "ee" or "ea" vowel pairs are **peach**, **sweet**; **green**, **jeans**; and **between**, **teeth**.

Refer to the Home Instructor's Guide for more information about this activity.

Learning About Liquids

Have the student answer the questions orally. Guide the student to say that it was raining. Rain is water falling in the form of droplets from rain clouds.

What kind of weather did the children and geese have in the poem "Goose Calls"? Go back and reread the poem if you forgot.

What is rain made of?

Brainstorm other liquids, such as milk, juice, pop, oil, vinegar, honey, ketchup, and so on.

You examined water in Day 1. Did you know that there are other liquids besides water? Circle Yes or No. Name some.

Refer to the Home Instructor's Guide for more information.

Today you will be examining other liquids.

Before you work with today's liquids, remember your observations about water and record them in the chart. You have four different liquids in front of you. Examine each one. Then answer the questions for each in the chart.

Name of Liquid	Does it smell?	What colour is it?	What does it feel like?	How does it pour?	Can I see through it?
water					

Read these questions aloud. Then print your answers on the lines.

Which liquid is the stickiest? _____

Is it stickier than water? _____

Which liquid is the greasiest? _____

Is it greasier than water? _____

Which liquid pours the slowest? _____

Does it pour slower than water? _____

Which liquid has the nicest colour? _____

Does water have a colour? _____

Which liquid smells the best? _____

Does water have a smell? _____

Which one smells the worst? _____

When you finish experimenting with the liquids, be sure to clean up your work area.

From your observations of the liquids, you know that liquids

- flow or can be poured
- can be different colours
- have no shape
- take the shape of the container they are in
- can have a smell
- form drops that stick to each other

Are the items you just examined liquids?

Circle 

or 

. Why or why not?

Complete Day 2: Assignment 2 in your Assignment Booklet.

Explain that a liquid has certain characteristics. It can flow and it can be poured (unlike solids, which may break or scatter if dropped from a height). A liquid has no shape. It takes the shape of the container it's in. It forms drops that stick to each other. It has surface tension. Discuss the characteristics of the liquids the student examined, including water.

Guide the student to say that they are all liquids because they have the characteristics outlined.

Looking Back

What did you enjoy today? Why?

Did you like adding verses to the poem "All Join In"? Why or why not?

What did you like about the verses you wrote?

How could the verses be better?

What was the most interesting thing you learned about liquids?

Story Time

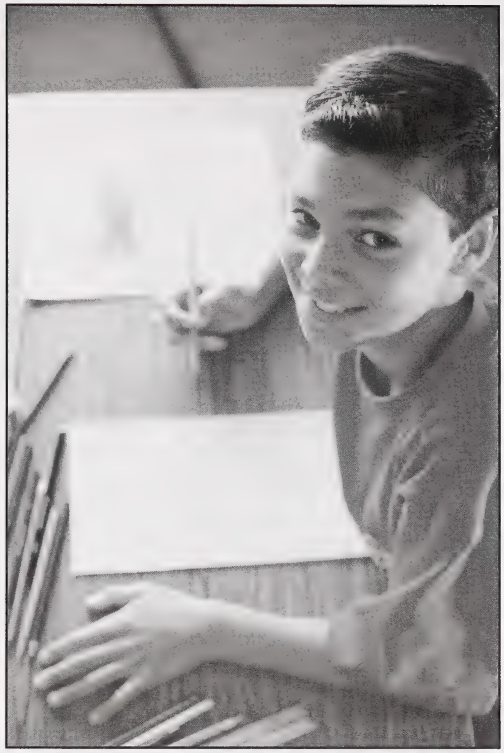
Relax and enjoy the story!

Turn to Assignment Booklet 5A and complete Day 2: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read "All Join In."
- Read the verses you wrote.
- Show the illustrations you drew for the verses.
- Read the poem "Goose Calls."
- Talk about the interesting things you found out about liquids.



Day 3: Water Drops

Do you think you know all there is to learn about water drops? You're going to take a close look at water drops today. What could be special about water drops?

You're going to learn more about musical instruments too. You will also write a riddle about one.

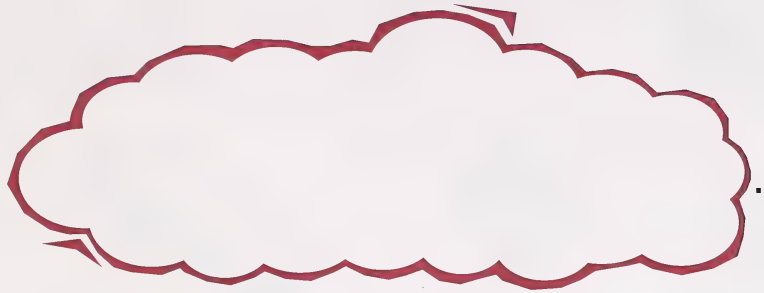
Calendar Time

Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Review the days of the week and the months of the year.

Discuss today's forecast with the student.

Discuss the current weather with the student.

Work on Module 5: Day 3.

Beat It

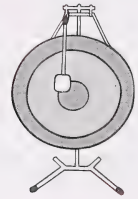
Review the four instrument families: strings, brass, woodwinds, and percussion. Have the student respond to the questions orally.

Go over the percussion instruments pictured and discuss how each one is used. For a description of each, see the Home Instructor's Guide. Guide the student to say that any instrument that you bang, tap, or shake, is a percussion instrument.

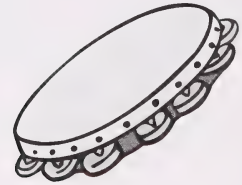
Do you remember the four instrument families? Circle Yes or No. What are they?

The following pictures show some members of the percussion family. Why do you think they belong to that family?

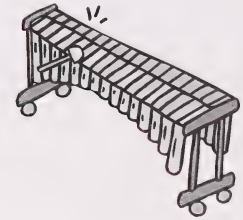
cymbals



gong



tambourine



xylophone

Here are some more.

bass drum

triangle

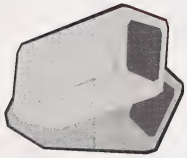
timpani or kettle drums

snare drum

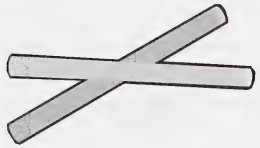
castanets

maracas

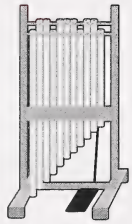
bongo drums



Chinese wood block



claves



tubular bells

Locate the song "Boat Goes Down the River" on the *Ideas That Sing!* Volume 1 CD. The student will "play" percussion along with the song. The song "Boat Goes Down the River" suits a percussive accompaniment. If the student has percussion instruments, he or she may play these. Otherwise, provide the student with "drum sticks," such as chopsticks or pencils (use the eraser end) and drums (such as books, or pots covered with a towel to lessen the noise). Play the song again. Encourage the student to sing the song while playing. Play and sing along with the student.

Listen to the song "Boat Goes Down the River."

If you have a percussion instrument at home, use it to play along with the music. If you don't, imagine you are playing the bongo drums or timpani with items you have around the house.

Can you sing and play an instrument at the same time? Try it!

Choose Your Instrument

Take out the book *All Join In.*

Read the poem "All Join In" aloud.

You are now familiar with different kinds of instruments. Do you have a favourite instrument or one that you would like to learn more about? Circle Yes or No. What is it?

Refer to the Home Instructor's Guide for more information about this activity and how to format the riddle.

You are going to research that instrument and write a riddle about it.

Read the following riddle aloud. Did you know what the instrument was before you saw the drawing? Circle Yes or No. Good for you if you did!

I am large and you have to sit to play me.

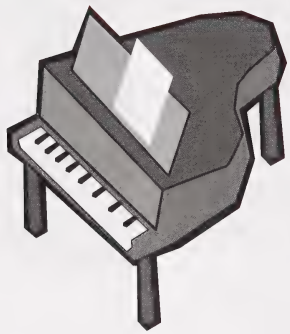
You strike me with your fingers.

I have black and white keys.

I can make loud and soft sounds.

What am I?

I am a piano.



Do you remember how to do research on a topic? Circle Yes or No. Read the **Sources of Information** chart you received in Module 4.

Do some research on the instrument you chose and use the information to make up a riddle. If you have time, research another instrument and write another riddle!

Take out a white index card.

Write your riddle on one side of the card and draw and write the answer on the back.

You will send your riddle to your teacher on Day 9.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Spelling

It's time for a spelling test.

Refer to the Home Instructor's Guide for pre-test words and instructions.

Fun with Phonics

Read this sentence aloud.

Joe the goat likes to eat ties and pies.

What long vowel sound do you hear in **ties** and **pies**?

The answer is the "long i" sound. Guide the student to understand that the "long i" sound is made by the vowel pair "ie." Review the vowel rule: In a vowel pair the first vowel stands for the long sound and the second vowel is silent.

Do you remember the rule about vowel pairs? Circle 

or 

. What is it?

Read the sentence again.

Joe the goat likes to eat ties and pies.

What long vowel sound do you hear in **Joe** and **goat**?

The answer is the "long o." Guide the student to understand that the "long o" sound is made by the vowel pairs "oe" and "oa." Apply the vowel rule to "oe" and "oa" as well.

Circle the "oa" and "oe" in the first six words. Explain that those vowel pairs make the "long o" sound and follow the vowel pair rule. Underline the "ow" in **slow** and **row** and explain that the letters "ow" also stand for the "long o" sound.

Dictate the following sentences.

1. That is a slow boat.
2. Where is my new garden hoe?
3. Joe let out a slow groan.

Check the spelling and punctuation afterward with the student. The words with "oa," "oe" or "ow" vowel pairs are **slow**, **boat**, **hoe**, **Joe**, **slow**, and **groan**.

The "ow" combination also commonly makes the "ow" sound as in **now**. Students will work with this sound in later modules.

Refer to the Home Instructor's Guide for more information about this activity.

Read these words aloud.

moan groan float toe

doe hoe slow row

Your home instructor will say some sentences. Print them on the lines. Circle in red the vowel pairs **oa**, **oe**, and **ow**.

1. _____

_____

2. _____

_____

3. _____

_____

Now you will work with the vowel pairs **ie**, **oe**, **oa**, and **ow**.

Do pages 185 and 186.

Drip, Drip, Drip

Take out a paintbrush.

Today you will be examining water drops. Try these four activities.

1. Dip your paintbrush into the water. Now shake the brush onto the wax paper. What do the drops look like?

   _____

2. Try to make the drops move. Did the shape of the drops change as you moved them? Circle 

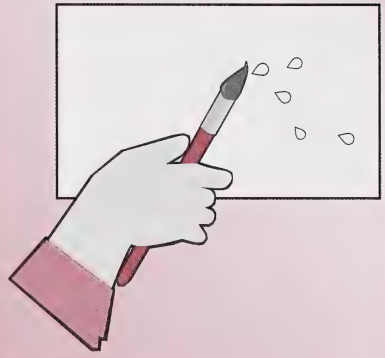
or 

.

   How did they change? _____

   _____

Supply the student with several sheets of wax paper, an eyedropper, a butter knife, a paintbrush, and a container of water. Have the student print the answers to the questions on the lines.



Discuss the ways the student tried to make the drops move.

Show the student how to use an eyedropper properly. Make sure the rubber bulb is depressed before putting the end of the dropper into the liquid. Then release the rubber bulb—this draws the liquid up the tube. Do not turn the eyedropper upside down because the liquid will flow into the rubber and contaminate it. Have the student practise using the eyedropper.

As drops of water are attracted to each other, it will be difficult to cut them in half. If the drops are close, they will come together forming new, larger drops.

3. Use the eyedropper to put one drop of water on another sheet of wax paper. What shape is the drop—flat as a pancake, round like a ball, or rounded like a dome?

_____

Blow on the drop. What happens? _____

Try to cut the drop in half with your butter knife. What happens?

_____

What happens when you try to push the drop with an eyedropper?

_____

4. Put two drops close together on the paper so that they touch. What happens?

_____

What happens when you add more drops to the big drop?

_____

Try to divide the drop into smaller drops. What happens?

_____

Shapes of Drops

Rounded	Domed	Flat
		

Explain that drops of water are like balloons because water has a thin, stretchy skin on its surface (surface tension).

Other Liquids

Provide three of the four liquids from the science activity on Day 2: cooking oil, liquid detergent, and dark corn syrup. Make sure the student observes the drops from eye level. Demonstrate how to do this. The shape and size of the drops will differ because of surface tension. Water has a stronger surface tension than oil or liquid detergent, so it will form a bead—a larger, more rounded drop.

You're going to make drops with the liquids you used in Day 2. Put a drop of each liquid on a sheet of wax paper. Look at the drops at eye level, and draw the shape of the drops in the following boxes.

water	cooking oil	corn syrup	liquid detergent

On the lines, have the student describe the shape of the drops. For example, the drops could be round like a ball, rounded like a dome, or flat as a pancake.

Print what each of the drops looks like.

- water _____
- cooking oil _____
- liquid detergent _____
- corn syrup _____

Penny Overload

Provide the student with a penny. Using an eyedropper, the student will explore how many water drops fit on a penny before it overflows.

What does your penny look like at eye level? Does it look like the penny at the bottom of the box?

How many drops of water do you think you can put on your penny before the water flows over the side? Print your prediction in the following water droplet.

Use your eyedropper to put water drops, one by one, on the penny. Work carefully and slowly. In the following box, tally the number of actual drops that fit.

Have the student look at the penny at eye level to see the bubble of water sitting on the penny before it runs off.

Discuss why so many drops fit on the penny. The surface tension of water is so strong that the drops held on to each other. Too many drops made the thin, stretchy "skin" of the water surface break and flow over the penny.

Now go back to the drawing of a penny in the box. Draw the water drops on the penny.

How many water drops did you put on your penny? Print your answer in the following water droplet.

How close was your prediction? Why could you put that many drops on the penny?

Use a new penny and try the experiment again to see if you can get more drops on the penny.

Looking Back

Did you have fun "playing" the percussion instrument this morning? Why or why not?

Do you like doing research? Why or why not? If not, what can you do to make it more enjoyable?

What new things did you learn about liquids today?

Which activity did you enjoy the most today? Why?

Story Time

Relax and enjoy the story!

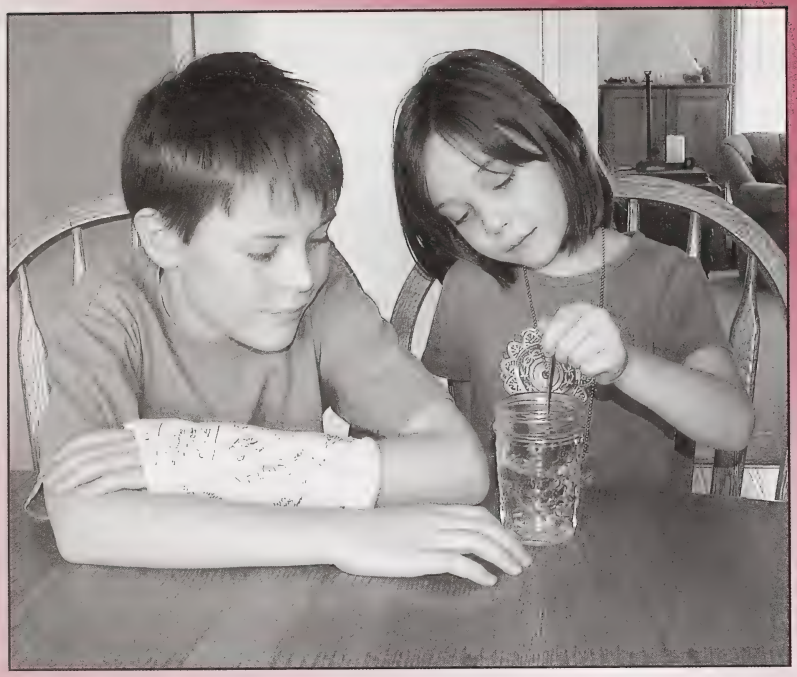
Turn to Assignment Booklet 5A and complete Day 3: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Play the song "Boat Goes Down the River" and show how you can "play" a percussion instrument. Explain what a percussion instrument is.
- Read the poem "All Join In."
- See who can answer your instrument riddle.
- Tell what you learned about water drops. Have someone in your family do the penny experiment.

Day 4: Strange Mixes



Do you know what happens when you mix certain liquids? You'll find out today. Which liquids are the "fastest"? You'll find that out, too, in a liquids race.

You'll read a really interesting story about a girl named Clea, and you'll learn a bit more about instruments.

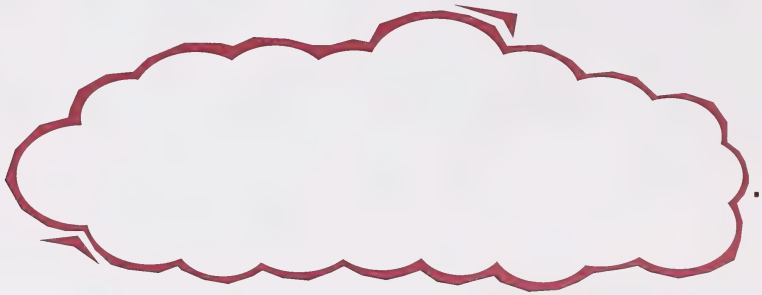
Calendar Time

Review the days of the week and the months of the year.

Name the days of the week. Name the months of the year.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

Discuss today's forecast with the student. Have the student answer the questions orally.

What is the weather forecast for today?

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Is it colder or warmer today than it was yesterday?

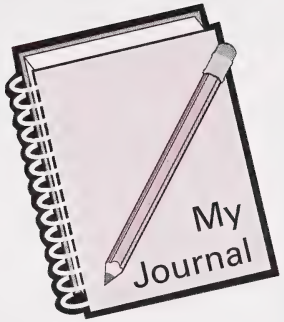
Have the student print the answer in a complete sentence on the line.

Work on Module 5: Day 4.

Journal Time

Take out your journal. Turn to the Personal Writing section.

Do you enjoying listening to music? What kind of music do you like? Write about it.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Flying Fingers

Discuss the student's experiences playing an instrument or experiences of someone else he or she knows.

Can you play a musical instrument? Do you know anyone who plays one?

Have the student answer orally. Discuss the pictures and have the student predict what the story might be about. The instruments are piano, saxophone, and guitar.

Look at the following story called "Harmonies." Look at the illustrations. What do you think the story might be about? Can you name some of the musical instruments you see?

Read the story aloud.

Harmonies

Elena was worried. It was Grandparent's Day at school and her grandmother, Molly, didn't look like the other grandparents.

Even Jasper leaned over and said, "Is that really your grandma?"

Elena was embarrassed, but Molly just smiled at everyone and winked at Elena.

continued . . .

Elena's grandma played the saxophone in a band called "Molly and the Magnets." She told Elena how much she liked to perform for crowds of people.

Elena played the piano, but never when there were people around. She only played for her family.

Molly loved listening to Elena play. She even wrote a tune called "Harmonies" for Elena. "A harmony," grandma explained, "is a beautiful arrangement of different musical sounds that go well together." She and Elena practised the tune together until they could play it.

One summer day, Elena and her family travelled to Edmonton for the Folk Music Festival. "Molly and the Magnets" were playing. The park where the festival was held was filled with stages and booths selling food and drinks. Bands were performing everywhere with large crowds gathered around. Elena loved sitting on the grass eating hot dogs and listening to the music.

continued . . .

On the last afternoon, Elena and her Mom and Dad were watching "Molly and the Magnets" performing on the main stage. There were people everywhere. Just before the last number, the piano player left the stage because he was ill.

Molly went to the microphone and said, "Elena, where are you? We need your flying fingers!"

Elena turned all red. Her Dad called, "Here she is!"

Her Mom said, "You can do it." Elena walked very slowly to the stage.

"This is a tune called 'Harmonies' that my granddaughter and I have composed. Elena, why don't you start," said her grandmother. Elena sat down and began to play. First her grandma joined her and then the whole band.

continued . . .

Everyone clapped and yelled for more when they finished, so they played it again. Elena's Dad rushed up to take pictures.

When she got back to school, Elena was excited to tell Jasper and all her friends about the Folk Music Festival and what happened. Then she showed them the pictures. Her friends thought Elena's grandmother was remarkable.

"Let's start our own band," suggested Elena.

Elena's grandmother, Molly, often joins in to play with "Elena and the Extremes."

Why is Elena embarrassed? How is Elena's grandmother different from the other grandparents?

What do you think **flying fingers** means?

Have you ever been to a music festival? If you have, tell what it was like.

What were Elena's feelings about going on the stage? Think about how you would feel in the same situation. Talk about how you would feel if you were Elena.

Do you think Elena changed? How?

Read the story again. This time, read it to yourself.

Take out lined paper.

Write about how Elena changed in this story. Begin by telling what Elena was like at the beginning of the story and why.

Have the student answer the questions orally after reading the selection aloud. Discuss with the student how Elena changed in the story.

Then tell how Elena was at the end of the story and why. Think about a title you could give your explanation. Print the title at the top.

Refer to the Home Instructor's Guide for more information.

You will send your explanation to the teacher on Day 9.

New Words

Listen to each word as the student says it aloud. Correct the student if needed.

These words are from the selection "Harmonies." Read them to your home instructor.

crowd	fingers	flying
played	listening	people

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look–say–cover and see–write–check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. A large _____ was _____ to the music.

2. Some _____ _____ instruments that Elena had never seen before.

The answers are **crowd**, **listening**; and **people**, **played**.

Check the sentences for content, spelling, and punctuation.

The answers are **fingers** and **play**. Endings to **play** could make any of the following words: **plays**, **played**, **playing**, **player**, and **playful**.

The base word is **listen**.

Write sentences using the new words **fingers** and **flying**.

1. _____

_____

2. _____

_____

Print the answers to the following on the lines.

Five of these make up a hand. _____

What is the root word of **played**? _____

Add different endings to **play** to make two new words.

_____ _____

What is the base word of **listening**? _____

Add different endings to **listen** to make two new words.

_____ _____

One person, two _____.

Many people make up a _____.

You are doing this when you are in an airplane.

_____

Take out six white index cards.

Print the six new words on the index cards. Put the cards on your Word Wall.

Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

Endings to **listen** could make any of the following words: **listener**, **listens**, **listening**, and **listened**.

The answers are **people**, **crowd**, and **flying**.

If there are any other words from the story "Harmonies" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Enrichment (optional)

Refer to the Home Instructor's Guide for more information about this activity.

If you have time, you may want to do an extra activity.

Break for lunch.

Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Words I Use Often

Refer to the Home Instructor's Guide for more information about this activity.

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Read the following phrases aloud.

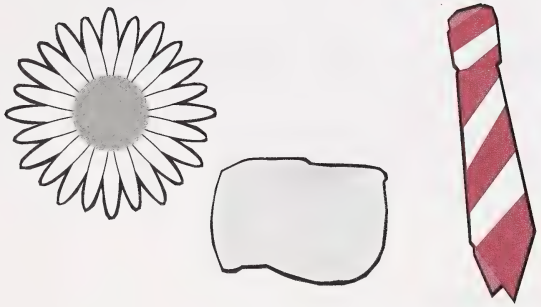
- my big toe
- that slow toad
- her green jeans
- that brown leaf
- a sunny day
- his striped necktie
- a pretty daisy

Make sentences using the phrases. Say the sentences to your home instructor.

Have the student use the phrases in oral sentences.

Look at the phrases again. Circle each vowel pair and say the sound each one makes.

Lead the student to see that each phrase has one or more words with a vowel pair. The words with vowel pairs are **toe**, **slow**, **toad**, **green**, **jeans**, **brown**, **leaf**, **daisy**, **day**, and **tie**.



Brainstorm words that contain the same vowel pairs. Check that the words are spelled correctly. In the box, have the student illustrate one of the words.

Think of other words that have vowel pairs. Print them on the lines and circle the vowel pairs.

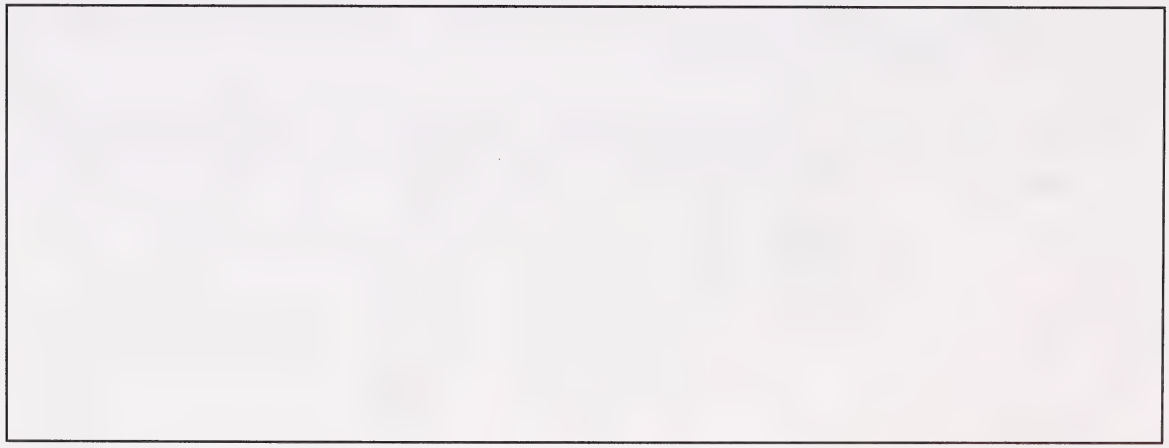
_____ _____

_____ _____

_____ _____

_____ _____

In the box, make a picture of one of the words you printed. Print the word under the picture.



You will now review the vowel pairs **ai**, **ay**, **ee**, **ea**, **oa**, **ie**, **oe**, and **ow**. You will also make the fold-up book on pages 189 and 190 in your phonics book. After you make the book, print your name on it and read it aloud.

Do pages 187 and 188.

Racing Liquids

You're going to conduct a race with your liquids—water, cooking oil, vinegar, ketchup, and liquid detergent.

Predict which one you think will win.

_____

Which one do you think will come in last?

_____

The student will discover that liquids flow at different rates. Have the student print his or her predictions on the lines. Provide a darker coloured cooking oil, a coloured vinegar, ketchup, a coloured liquid detergent, water, a clean cookie sheet, and eyedroppers. If possible, provide one eyedropper for each liquid. Pour a small amount of each liquid into a small container to make it easier for the student to pick up the liquid with an eyedropper.

Assist the student as needed in setting up the experiment.

Follow these steps to conduct the experiment.

1. Lay the cookie sheet flat on a surface.

2. Use an eyedropper to pick up the different liquids one at a time and place the same amount of each at one edge of the cookie sheet.

3. Lift the edge of the cookie sheet with the liquids just a bit, so the drops run down.

4. Watch the race carefully.

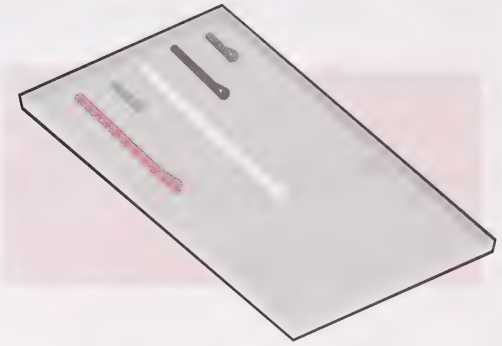
Have the student print the answers to the questions on the lines, and then fill in the chart.

Which liquid moved the fastest?

_____

Which moved the slowest?

_____



Were your predictions correct? Circle 

or 

.

On the chart, print the name of each liquid in the race. Beside it print **fast** or **slow**.

Liquid	Fast or Slow?

Why did some liquids take longer to flow down the cookie sheet? Write your explanation on the lines.

Discuss why some liquids travelled faster than others. Thicker liquids move slower than thinner ones.

Mixing Liquids

Now you're going to mix the same liquids—cooking oil, vinegar, liquid detergent, and ketchup—with water to see what happens.

Follow these steps.

1. Fill the first container half full with cold water.
2. Carefully add some of the cooking oil to the water and stir it really well.
3. Wait to see what happens.

In this activity the student will compare the mixing abilities of the liquids with water. Provide the student with four clear containers (jars, glasses, or plastic drinking cups) and four stir sticks. Have the student fill each container half full with cold water. Then add some of the liquid (about one tablespoon) to be tested. Make sure the student uses a different stir stick for each mixing. Assist the student as needed.

In the glass, draw and colour what the oil and water looks like.

Using a new container and stir stick, follow the same procedure. This time add vinegar to a container of water and stir it well.

In the glass, draw and colour what the mixture of vinegar and water looks like.

Discuss the student's observations after each mixing. Use the following questions as a guide and have him or her answer orally. What happened to the water when you added the oil? Did the water change colour? How? Do you think oil and water mix well? Why not? (Guide the student to say that you can see the oil floating on top of the water.) In the glass have the student draw the mixture as it appears in the container.

Discuss the following. What happened to the water when you added the vinegar? Did the water change colour? Did the vinegar act the same way as the oil did when you added it to the water? What was different? Do you think water and vinegar mix well? Why? (Guide the student to observe and say that the mixture is one colour and evenly mixed.)

Discuss the following. What happened to the water when you added the liquid detergent? Did the water change colour? Do you think water and liquid detergent mix well? Why?

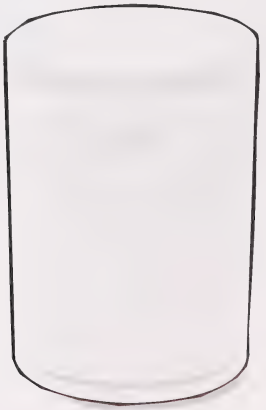
Using a new container and a new stir stick, add liquid detergent to a container of water and stir it well.

In the glass, draw and colour what the mixture of liquid detergent and water looks like.

Discuss the following. What happened to the water when you added the ketchup? Did the water change colour? Do you think ketchup and water mix well? Why not? (Some of the ketchup settles on the bottom of the container.)

Using a new container and stir stick, add ketchup to a container of water and stir it well.

In the glass, draw and colour what the mixture of ketchup and water looks like.



Some liquids mix easily with water, but others do not. It's important for people to know this.

Discuss why it is important to know what liquids mix with water and other liquids. Real-life applications include cooking and baking. Some workers who need to know how liquids mix are firefighters, lab technologists, cosmetologists, miners, food industry workers, and pollution clean-up experts for oil or dangerous goods spills.

Complete Day 4: Assignment 3 in your Assignment Booklet.

Looking Back

Did you enjoy doing the experiments with liquids today? Why or why not?

What do you like about experimenting?

What do you do when you don't know how to do something?

Do you enjoy learning new things? Why or why not?

Turn to Assignment Booklet 5A and complete Day 4: Learning Log. Have the student include his or her comments.

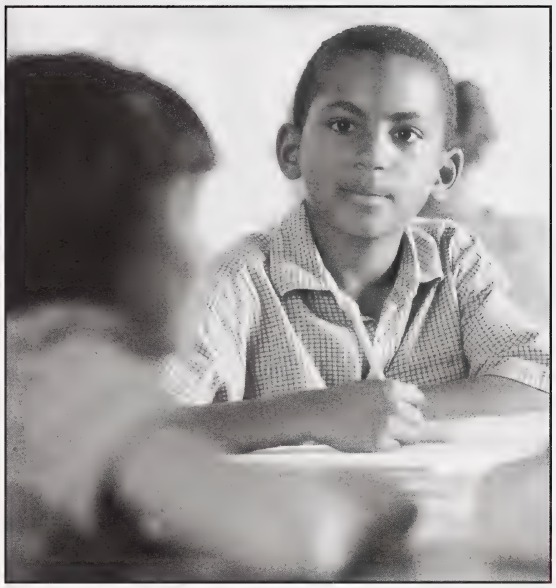
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read the story "Harmonies."
- If you wrote about one of your grandparents, read aloud what you wrote.
- Perform something if you planned a performance this morning.
- If you listened to folk music this morning, tell what you thought of it.
- Tell what you learned about liquids today.



Day 5: Water Fun

You're going to learn how to make your own musical instrument using water.

You will be doing more experiments with water.

Are you feeling like a scientist yet?

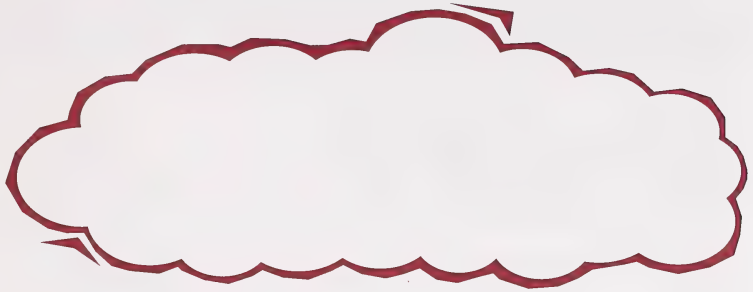
Calendar Time

Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Review the days of the week and the months of the year.

Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

Work on Module 5: Day 5.

Music and Movement

Provide the student with four or five glass bottles of the same size and shape. Then have him or her fill the bottles with different amounts of water.

The student can create musical tunes or accompany favourite music by tapping on bottles filled with different amounts of water. Another way of making music with the same bottles is by blowing across the tops of the bottles if they have narrow openings.

You can do fun things with water. Do you know you can make a musical instrument using water?
Circle 

or 

.

Well, you can! You're going to make one and then play music on it.

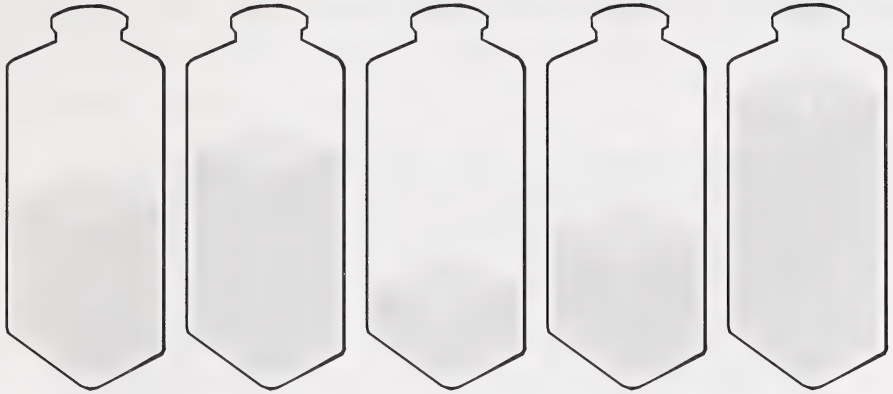
Line up the bottles and blow across the top of each one. Then tap each bottle with a pencil. Are the bottles musical?
Circle 

or 

.

Not yet—you need to pour water into each bottle first!

Fill each bottle with a different amount of water. Now blow gently across the tops of the bottles. Then tap them with your pencil.



Are they making music now? Circle Yes or No.

Create a tune by blowing across the tops of the bottles. Then create a different tune by tapping on the bottles.

Now it's time for more music.

Make sure the water level in each bottle is different.

Allow the student to choose one or two songs or pieces of music from the *Music and Movement in the Classroom, Ideas That Sing!* Volume 1, or *JEUX D'ENFANTS* CDs.

Pick a favourite song or piece of music from one of your CDs. Play your musical bottles along with the music. Experiment with different songs, or make one up yourself! Have fun with your new "instrument."

Waves of Fun

For the movement component of this lesson, have the student move as if he or she were a wave in the ocean. Have the student imagine it is a calm, peaceful day. All of a sudden, a storm comes in. The student should move to show the differences. Use a bedsheet with the student to create waves.

Pretend you are a wave in the ocean. Move to show a calm day. Then move to show a storm moving in. Finally, move to show a storm at its worst. With your home instructor, use a bedsheet to create different kinds of waves.

Friends

Think about your best friend. Do you always get along? Talk about a time you were angry with your friend. What happened? What words describe the way you feel when you and your friend aren't getting along?

Discuss friendship with the student—about times when friends get along, when they have disagreements, and when they don't want to play together. Brainstorm words the student might feel during the "unfriendly" times.

Take out the reader *All Join In*.

Have the student print the answers to the questions on the lines.

Turn to the Contents page. Find the selection "Matthew and Tilly." Turn to page 5.

The author is **Rebecca C. Jones**.

Who is the author of "Matthew and Tilly"?

_____

The illustrator is **Hèléne Desputeaux**.

Who is the illustrator?

_____

Read the title aloud. What are Matthew and Tilly doing?

Read page 5.

Have the student answer orally.

What do Matthew and Tilly do together? Have you ever done any of these things with your friend? How do friends feel at these times?

Read pages 6 and 7.

Do Matthew and Tilly always get along? Why would a broken crayon make them act so differently? Has something ever made you and your friend angry? What was it?

Read pages 8 and 9.

What do you think of the things they said to each other? How would you feel if you were Matthew or Tilly? What would you do?

Read page 10.

Why did Tilly's smile make a difference? Tell about a time your friend smiled at you or said or did something nice to make you act differently.

Read the story to yourself.

Tell the student that the two characters, Matthew and Tilly, have a problem. It might be a problem the student has had with his or her friend. Ask the student to predict what the problem might be and jot his or her ideas on the board for checking later. Have the student read aloud the pages indicated. Then have him or her answer the questions orally.

Talk About the Story

Discuss the questions orally with the student.

Matthew and Tilly did something brave together. What was it?

What did the author mean when he wrote, "Matthew and Tilly got sick of each other"?

Does name-calling solve problems? Why or why not? How else could they have solved their problem?

Do you like the way the story ended? Why or why not? How else could it have ended?

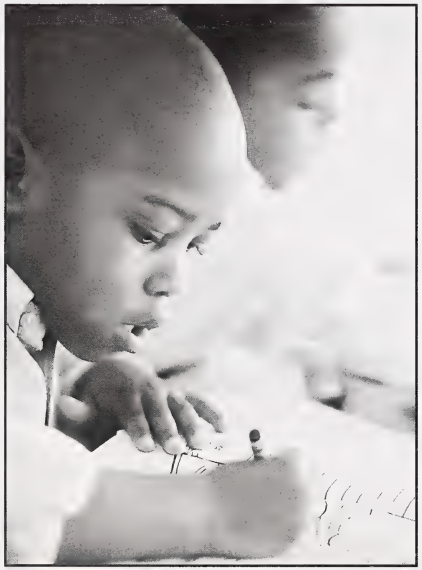
Are Matthew and Tilly like you and your friend? How are you alike or different?

Journal Time

Take out your journal. Turn to the Reading Response section.

Did you enjoy this story? Tell why or why not. What was your favourite illustration? Why? What was your favourite part of the story? Why? What did you learn from this story?

Remember to print today's date at the top of the page.



Read the questions with the student. The student may choose to answer one or more of them in the journal.

Go over the events in the story with the student. Have him or her print them in the chart and describe how the children might have felt. See the Home Instructor's Guide for an example of how to complete the chart.

This Is What Happened

List the events in the story in the first column. In the second column, write a word to describe how Matthew and Tilly might have felt.

Events	Feelings
1. They played together.	happy
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

New Words

These words are from the selection "Matthew and Tilly." Read them to your home instructor.

herself

later

though

remember

everything

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Listen to each word as the student says it aloud. Assist the student to pronounce it correctly, if needed.

Practise the **look–say–cover and see–write–check** way of learning to spell these new words.

The answers are **remember**, **later**; and **though**.

Use the new words to complete these sentences.

1. Did she _____ to come

   _____.

2. Sometimes, _____, Matthew and Tilly got sick of each other.

Check the sentences for content, spelling, and punctuation.

Write two sentences using the new words **herself** and **everything**.

1. _____

   _____

2. _____

   _____

Print the answers on the lines to the following.

What is the opposite of **forget**? _____

What are the two compound words?

_____ _____

The opposite of **sooner** is _____.

What is the vowel pair in **though**? _____

What long vowel sound is it? _____

Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.

Have the student print the answers on the lines using the new words from the story. The words are **remember**; **herself**, **everything**; **later**; **ou**; and **long o**.

Take out your *Collections Writing Dictionary.*

Print the five new words in your writing dictionary.

If there are any other words from the story "Matthew and Tilly" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

My Friend and I

Take out a sheet of lined paper.

Write about a time you and your friend had a problem that you solved by each agreeing to go along with part of what the other wants. An example might be when there was only one chocolate bar and you both wanted it. You could have solved the problem by sharing the chocolate bar. For the title, use your name and your friend's name, just like the title "Matthew and Tilly." Then draw a picture about what you wrote.

Refer to the Home Instructor's Guide for more information about this activity.

You will send your story and drawing to your teacher on Day 9.

Break for lunch.

Silent Reading

Enjoy your reading time.

The student may read the cut-out story, "Talk About It," from the phonics book on Day 4. Both you and the student read silently for ten minutes.

Fun with Phonics

Read this riddle aloud. Try to solve it.

This room is where you cook. There is a lot of food here. You may see some books about cooking. You'll find spoons here too. What is this room called?

_____

Did you guess it correctly? Circle Yes or No.

The answer is **kitchen**.

Circle the *vowel digraph* "oo" in *look* and *room*. Tell the student that "oo" is called a vowel digraph and can stand for two different sounds: the "oo" in *look* and the "oo" in *room*. Explain that vowel digraphs can have a short sound, a long sound, or a sound all of their own.

The words in the "look" column are **cook**, **book**, and **cooking**. The words in the "room" column are **food**, **spoons**, and **too**.

Read the following two words aloud.

look room

They both have a **vowel digraph**. A digraph is a group of two letters that have one sound. The vowel digraph is **oo**.

Find the other words in the riddle that have the **oo** vowel digraph in them. If the vowel digraph has the same sound as in **look**, print the word in the **look** column. If it has the same sound as in **room**, print the word in the **room** column.

look	**room**
_____	_____
_____	_____
_____	_____

Your home instructor will say some sentences. Print the sentences on the lines. In blue, circle the words with the **oo** vowel digraphs.

1. _____

_____

2. _____

_____

3. _____

_____

Now you will be working with the **oo** vowel digraph.

Do pages 191 and 192.

Dictate the following sentences.

1. I like to chop wood.
2. There are many animals in the zoo.
3. This is good food.

Check the spelling, punctuation, and circled words afterward with the student. The words are **wood**, **zoo**, **good**, and **food**.

Refer to the Home Instructor's Guide for more information about this activity.

Mixing Liquids and Solids

Review the results of the experiment on Day 4. Oil did not mix well with the water. The ketchup didn't completely mix with the water. The vinegar and liquid detergent did mix with the water.

On Day 4 you mixed **liquids** with water. Describe what happened when you mixed oil, vinegar, liquid detergent, and ketchup with water.

Today you're going to mix **solids** with water.

A *solid* is hard or firm and not a liquid or gas.

Refer to the Home Instructor's Guide for more information about this activity.

Follow these steps.

1. Fill a container half full with cold water.

2. Carefully add about one tablespoon of the salt to the water and stir it really well—at least 20 times.

3. Watch what happens.

Did the salt **dissolve** in the water? Circle 

or 

.

In the glass, draw and colour what the stirred mixture of water and salt looks like.

Introduce the term *dissolve*, explaining that it means a substance mixes completely with a liquid, in this case water.

Discuss the student's observations. Ask the student the following questions and have him or her answer orally. What happened to the water when you added the salt? What happened to the salt? Did the water change colour? How? Does it look like the salt dissolved in the water? In the glass, have the student draw the mixture as it appears in the container. Allow all the mixtures to sit in the container until the lesson is over.

Record your observations in the following chart as you mix one tablespoon of each solid with water. Place a check (✓) in the correct column to show if the solid dissolved or didn't dissolve.

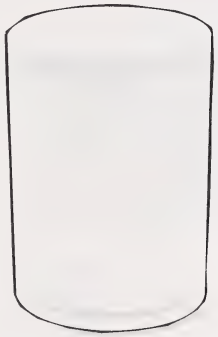
Substance	Dissolved	Didn't Dissolve
salt		

Follow the same steps, but this time add one tablespoon of sugar to a different container half filled with cold water. Remember to stir it at least 20 times with a new stir stick.

In the glass, draw and colour what the stirred mixture of water and sugar looks like. Fill in the chart with your observation.

Discuss the following. What happened to the water when you added the sugar? What happened to the sugar? Did the water change colour? How? Does it look like the sugar dissolved in the water? In the glass, have the student draw the mixture as it appears in the container.

Add one tablespoon of ground coffee (not instant) to a container half filled with water and stir it 20 times with a new stir stick.



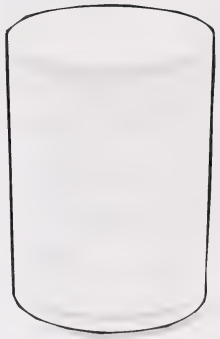
In the glass, draw and colour what the stirred mixture of water and ground coffee looks like. Fill in the chart with your observation.

Discuss the following. What happened to the water when you added the ground coffee? What happened to the coffee? Did the water change colour? How? Does it look like the coffee dissolved in the water? In the glass, have the student draw the mixture as it appears in the container.

Discuss the following. What happened to the water when you added the instant coffee? What happened to the instant coffee? Did the water change colour? How? Does it look like the instant coffee dissolved in the water? In the glass, have the student draw the mixture as it appears in the container.

Add one tablespoon of instant coffee to a container half-filled with water and stir it 20 times with a new stir stick.

In the glass draw, and colour what the stirred mixture of water and instant coffee looks like. Fill in the chart with your observation.



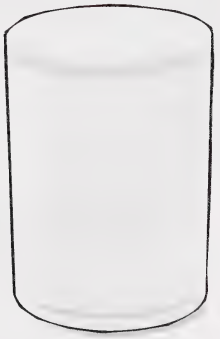
Discuss the following. What happened to the water when you added the cocoa powder? What happened to the cocoa powder? Did the water change colour? How? Does it look like the cocoa powder dissolved in the water? In the glass, have the student draw the mixture as it appears in the container.

Add one tablespoon of cocoa powder to a container half-filled with water and stir it at least 20 times with a new stir stick.

In the glass, draw and colour what the stirred mixture of water and cocoa powder looks like. Fill in the chart with your observation.

Add one tablespoon of flour to a container half filled with water and stir it 20 times with a new stir stick.

In the glass, draw and colour what the stirred mixture of water and flour looks like. Fill in the chart with your observation.



Which substances seemed to disappear and dissolve like the salt? Which ones did not dissolve like the salt? What happened to them? Did they change at all? Which substances took longer to dissolve than others?

Look at the mixtures in the containers now. Have any of the mixtures changed? How? Which substances have settled at the bottom of the containers? What do you think will happen if you stir them again?

Complete Day 5: Assignment 4 in your Assignment Booklet.

Discuss the following questions: What happened to the water when you added the flour? What happened to the flour? Did the water change colour? How? Does it look like the flour dissolved in the water?

Be sure the student understands that the flour does not dissolve. It clumps together or forms a smooth paste when mixed well.

In the glass, have the student draw the mixture as it appears in the container.

Have the student answer the questions orally.

Looking Back

Did you enjoy the story "Matthew and Tilly"? Why or why not?

Is it easy or difficult for you to solve problems? Why do you think that is?

What can you do to improve your problem-solving abilities?

What was the best part of the day?

What new things did you learn today?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 5A and complete Day 5: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play a tune on your new musical instrument (the water-filled bottles).
- Read "Matthew and Tilly."
- Read the selection you wrote about the problem you and your friend had.
- Show how some solids dissolve in water and how others don't.

Day 6: Heavy Liquids

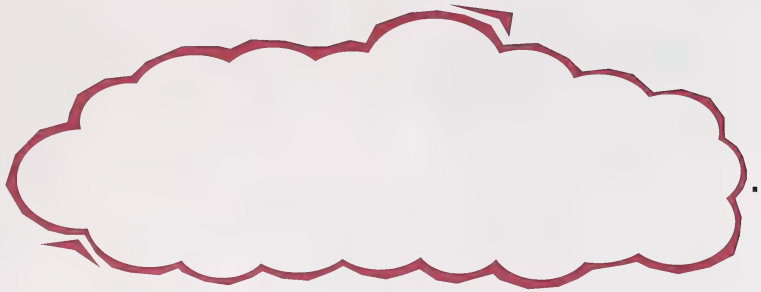
Which liquids are heavy? Which are light? You'll do some experiments to find out today.

You will also talk more about friendship and how important it is.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Work on Module 5: Day 6.

Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

Journal Time

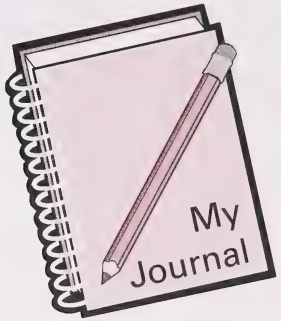
Take out your journal. Turn to the Personal Writing section.

Assist the student with selecting a topic as needed.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

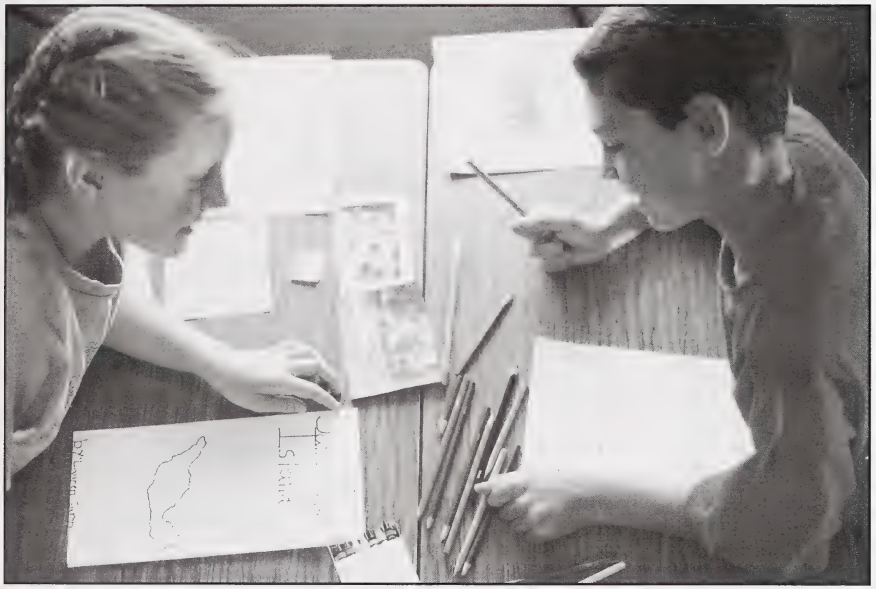
Remember to print today's date at the top.



Act It Out

Take out the book *All Join In.*

Read the story "Matthew and Tilly" aloud.



Matthew and Tilly had a problem. What was it? How did they handle their problem? What are some other ways to handle problem situations?

Discuss Matthew and Tilly's problem and how they tried to solve it. Record the ways on the board. Then ask the student to suggest other ways to respond to conflict situations and record those on the board. See the Home Instructor's Guide for examples.

With the student, discuss each solution and orally sort the ways recorded into acceptable and unacceptable responses. Circle the acceptable ways.

Plan how the situation can be role-played with the student. Refer to the Home Instructor's Guide.

Discuss the voices the children used. Tilly used her **crabbiest** voice and Matthew used his **grouchiest** voice. Record on the board other voices that can be used in various situations. These could include **happiest**, **deepest**, **saddest**, **funniest**, **grumpiest**, **loudest**, **softest**, **sweetest**, **kindest**, **squeakiest**, **meanest**, **gruffest**, and so on.

Have the student use the different voices listed. Work with the student, saying a chosen sentence or sentences (from previous reading selections) using different voices.

Of the ways you just listed, which ones are acceptable? Which are unacceptable?

Imagine you and your friend are building a sand castle at the beach. You're almost finished making it when your friend turns too quickly and falls on the castle, destroying it.

Role-play what each character would do and say. How would each one show how he or she thought and felt? Practise playing each role with your home instructor.

Different Voices

Turn to page 7 in the story "Matthew and Tilly." Find the part where Tilly said, "You broke my crayon." How did she say that? How did Matthew respond? What are other kinds of voices you can use?

Practise using some of the different voices you listed.

You are going to record the role-play situation about the sand castle using two different voices for your teacher. First, practise using the two different voices several times. Choose one acceptable or appropriate voice and one unacceptable one to record. When you are ready, begin recording and tell your teacher your name and Module 5, Day 6.

See the Home Instructor's Guide about recording the role-play.

You will send your recording of the different voices to your teacher on Day 9.

Friendship

You know how important it is to have friends. You need friends and your friends need you.

Think about times you were upset with your friend, or he or she was upset with you. How did you feel? What are some ways that friends can hurt each other?

Discuss the importance of friendship and why people need friends. Have the student tell a story about a friend—the activities they do together and the way they feel about each other.

Discuss times the student has been hurt, emotionally and physically, by a friend and how it felt. Discuss how friends can hurt each other (fighting, hitting, talking behind each other's back, lying, excluding someone).

Have the student look up *responsibility* in the dictionary. A responsibility is a duty to do or to take care of something or someone. Discuss the responsibilities of friendship: to be there when a friend needs support or comfort; to be willing to do things with and spend time with each other; and to be honest, caring, sharing, respectful, and considerate.

Recall how an *acrostic* is written. Have the student write an acrostic using the word **friend** or **friendship** or a friend's name.

When you are a friend, you have **responsibilities**. What are some responsibilities you have as a friend?

Take out a sheet of lined paper.

Write a friendship **acrostic**. Use the ideas about the responsibilities of friendship that you discussed. Here's an example of an acrostic using the name Freddy.

Freddy

Friends forever
Read together
Eat lunch together
Discover things together
Draw dinosaurs together
You can count on him

You will send your acrostic to the teacher on Day 9.

Enrichment (optional)

If you have time, you may want to do an extra activity.

You may send your cartoon to your teacher on Day 9.

Refer to the Home Instructor's Guide for more information about the activity.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Spelling

These are the spelling words from your pre-test on Day 3.

ever soon since story white paper

Print the six words on the lines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sometimes bigger words have little words in them. When you need help with a word, see if the word has a little word in it.

Find little words in the ones you just printed.

To help you spell a word, say the word slowly. Print it on your arm or desk, using your finger as a pencil.

And remember the **look–say–cover and see–write–check** way of learning to spell. It's on the **Learning To Spell a Word** chart.

Have the student answer orally. Elicit *eve* in *ever*; *so* and *on* in *soon*; *sin* and *in* in *since*; *hi*, *hit*, and *it* in *white*; *pa* and *ape* in *paper*.

See the Home Instructor's Guide for the solution to the puzzle.

Find and circle the six spelling words in the following word search puzzle.

o	p	c	e	s	w	o	x
k	b	z	l	m	h	s	t
p	a	p	e	r	i	g	e
n	s	t	p	v	t	c	b
d	t	s	f	w	e	e	f
l	o	i	o	a	x	r	n
j	k	n	i	o	s	e	d
y	y	c	v	l	n	n	k
o	t	e	s	t	o	r	y

ever story

soon white

since paper

Fun with Phonics

Say this sentence aloud three times.

Are you ready for sweater weather?

What vowel sound do you hear repeated?

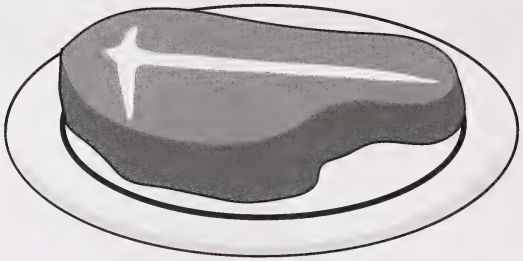
Have the student answer orally. Guide the student to identify the "short e." Circle the vowel digraph "ea" in **ready**, **sweater**, and **weather**. Tell the student that "ea" is a vowel digraph, and it can stand for the "short e" vowel sound.

Guide the student to understand that the vowel digraph "ea" can stand for "long e" and "long a."

Review the term *vowel digraph* with the student—a group of two letters that have one sound.

Read this sentence aloud.

I love meat—especially steak.



What are the two vowel sounds you hear in that sentence?

Do you remember what a **vowel digraph** is?
Circle Yes or No. What is it?

Even though they have different vowel sounds, the words **ready**, **sweater**, **weather**, **meat**, and **steak** all have the same vowel digraph—**ea**.

Your home instructor will say some sentences. Print the sentences on the following lines. Circle in green the words with the vowel digraph **ea**.

1. _____

_____

2. _____

_____

3. _____

_____

Now you will be working with the vowel digraph **ea**.

Do pages 193 and 194.

Liquid Layers

What happened when you tried to mix oil and water?

You know oil and water don't mix, but do you know which is heavier? Circle 

or 

.

Dictate the following sentences:

1. I like to eat beans and meat.
2. My head hurts.
3. Did you break the glass?

Check the spelling, punctuation, and circled words afterward with the student. The words are **eat**, **beans**, **meat**, **head**, and **break**.

Refer to the Home Instructor's Guide for more information about this activity.

Have the student recall the result of mixing oil and water. (They did not mix—the oil did not dissolve in the water.)

Predict which one you think is heavier. Print your prediction on the following line.

_____ is heavier.

Try this experiment to find out if oil or water is heavier.

Assist the student with the experiment as needed.

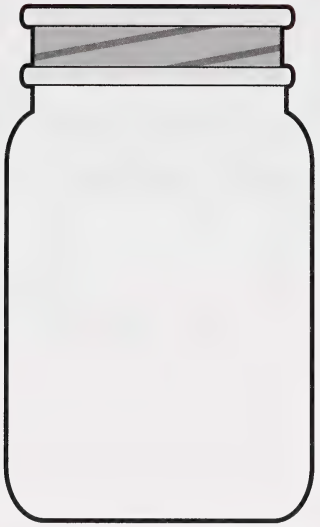
Materials

- measuring cup
- jar, glass, or plastic cup
- cooking oil
- water

Procedure

1. Fill the container half full with water.
2. Measure 50 mL of cooking oil in the measuring cup.
3. Pour the cooking oil into the water in the container.
4. Watch what happens.

Observation



What happened? Why do you think this happened? Was your prediction correct? Circle Yes or No.

The oil floated to the top. This means oil is lighter than water.

Draw and label the water and oil in the jar.

Did You Know?

Tankers like this one carry oil. Sometimes they break up and cause an oil spill. Because the oil floats on the water, it causes much damage to ocean life and the environment.

Discuss what happened and what it means. The oil floated to the top which means oil is lighter than water. Discuss how an undesirable event demonstrates this by talking about oil spills. Ask: What would happen if oil was heavier than water? It would sink to the bottom of the ocean.

More Layers

Which do you think is the heaviest liquid—**oil**, **water**, or **corn syrup**? Print your prediction on the line.

_____ is heaviest.

Assist the student with the experiment as needed.

Materials

- clear measuring cup
- water
- jar, glass, or plastic cup
- cooking oil
- golden or dark corn syrup

Procedure

1. Pour 100 mL of water into the measuring cup.
2. Pour the water into a container.
3. Slowly pour the same amount of corn syrup into the water.
4. Slowly pour the same amount of cooking oil into the water.
5. Watch what happens.

Observation

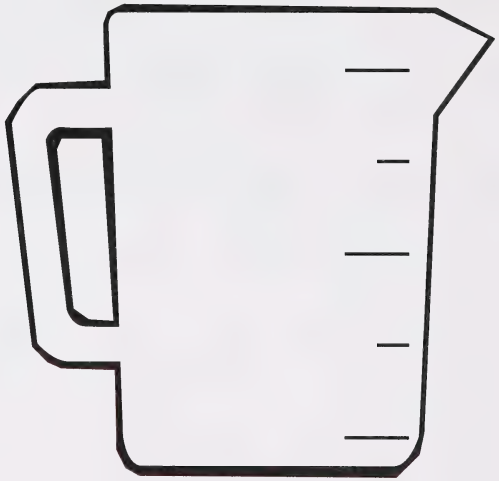
What happened? Why do you think this happened? Was your prediction correct? Circle 

or 

.

Discuss what happened and what it means (the corn syrup is the heaviest liquid). Introduce the term *density* to the student. The student does not need to understand density at this time—just introduce the term. Explain that some liquids have a greater density than other liquids. The corn syrup has a greater density than water, so it stays under the water. Oil has a lighter density than water, so it floats on the top.

Draw and label the water, oil, and corn syrup in the measuring cup.



Complete Day 6: Assignment 5 in your Assignment Booklet.

Looking Back

Did you enjoy the role-play this morning? Why or why not? How could you make it better?

How did you feel using different voices? Why?

Do you like recording things for your teacher? Why or why not?

Think of the acrostic you made this morning. Do you enjoy doing these kinds of activities? Why or why not?

Turn to Assignment Booklet 5A and complete Day 6: Learning Log. Have the student include his or her comments.

Story Time

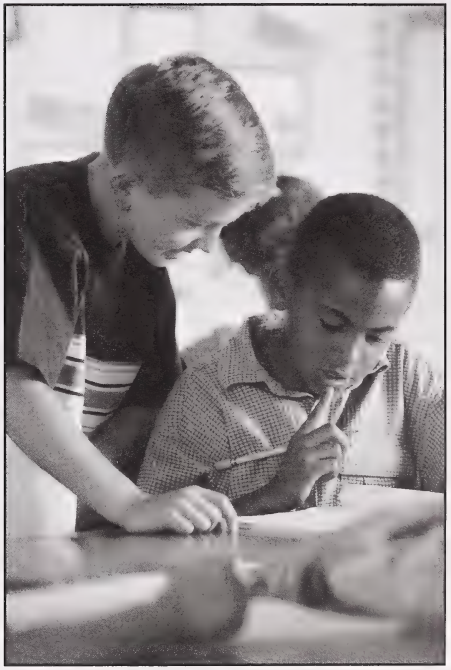
Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read "Matthew and Tilly."

- Play the recording where you're using different voices. Ask what kinds of voices you are using.
- Show your acrostic. Make one for a family member.
- Talk about your oil and water experiments.



Day 7: Wet and Wonderful

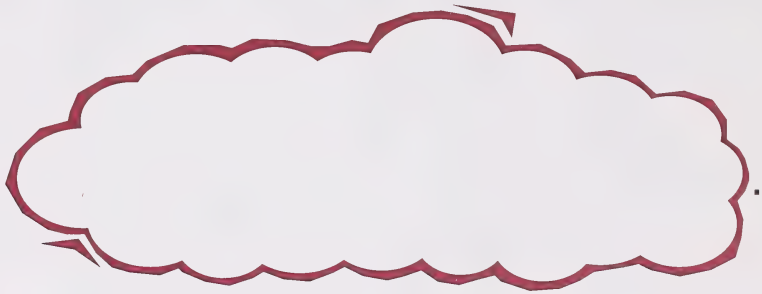
Are you ready for more fun with water today? You're going to do another experiment with water. And you're going to paint with it.

Did you enjoy playing your musical instrument on Day 5? You get to play a new one today.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Work on Module 5: Day 7.

Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

The String Family

Name the four instrument families.

Here are some members of the string family. Why do you think they are part of the string family?


violin


viola


cello


double bass


banjo


classical or Spanish guitar


electric guitar


bandura


balalaika


sitar


mandolin


bouzouki


san-xian

Review the four families: strings, brass, woodwinds, and percussion.

Go over the string instruments pictured and discuss how each one is used. For a description of each, see the Home Instructor's Guide. Guide the student to say that they are part of the string family because they all have strings.

Take out the CD *JEUX D'ENFANTS*.

Remind the student that the title, *JEUX D'ENFANTS* is French for *children's games*, and that all the music on the CD was written by composers with children in mind. Today the student will listen to Georges Bizet's "Duo" from his composition *JEUX D'ENFANTS*. Remind the student that he or she heard another piece from this composition ("March") in Module 2. Review the definition of a composer (someone who writes music). "Duo" is played by strings only.

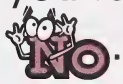
You listened to music by the composer Georges Bizet in Module 2. You heard the section called "March" from his composition called *JEUX D'ENFANTS*. That's French for "*children's games*." Today you will listen to another section from his composition. It's called "Duo." *Duo* is French for "two." It's about a husband and wife.

"Duo" was written for strings only. That means you will only hear string instruments. Find a comfortable spot and listen carefully to the strings in the piece.

Did you enjoy the music? Circle 

or 

.
How does it make you feel? Did you hear the strings?
Circle 

or 

.

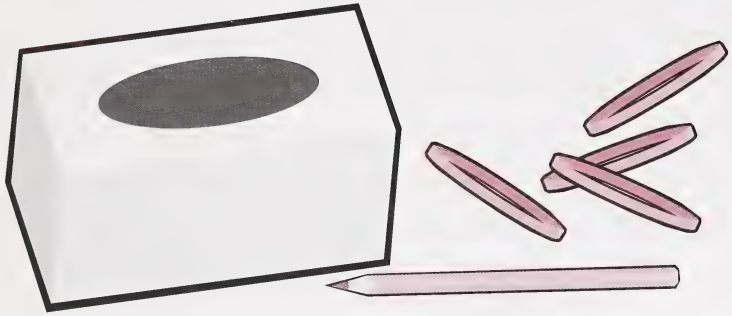
Play Bizet's "Duo." Afterward, discuss the piece with the student: the dynamics (loud or soft) and tempo (fast or slow). Ask the student how the music made him or her feel.

For the movement part of the lesson, play "Duo" several times. Have the student move expressively or dance to the music or do the stretches suggested in Day 1.

Make A String Instrument

You can make your own string instrument—a guitar! Read the instructions carefully. Ask your home instructor to help you make it.

Take out your scissors.



Follow these steps to make a guitar.

1. Take the plastic out of the tissue box opening.

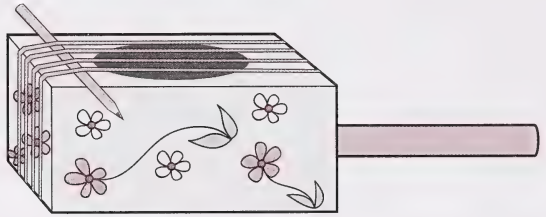
2. Stretch the four rubber bands around the box the long way.

Provide the student with an empty tissue box; four long, same-sized rubber bands; and a pencil. Make sure the student takes care handling the rubber bands.

Assist the student by making the slits in the pencil with the scissors to hold the rubber bands in place.

3. Slide the pencil under the rubber bands.

4. Have your home instructor make tiny slits on the pencil so the rubber bands stay where you put them.



5. Tape on a paper-towel tube for a handle and decorate the box.

Allow the student some time to create tunes on the guitar.

Now you have a guitar! Pluck the bands and listen to the sound each one makes. Create new tunes on your guitar.

Making Sense of Sentences

Take out the book *All Join In.*

Read the story "Matthew and Tilly" silently.

What are the last two words in the story? Do the words "Together again" make a complete sentence? Circle 

or 

.

Have the student answer orally. Explain that although "Together again" is not a complete sentence, the author is using it for a reason. Discuss how the fragment emphasizes they're getting along again.

If you said "No," you are correct. "Together again" is just a sentence part and not a complete sentence.

Sentence parts used alone do not give enough information to make sense. However, when they are used among other sentences, they do make sense and often make a point. So if someone just came up to you and said "Together again," you would not understand. But in the story "Matthew and Tilly," the last line does make perfect sense. It makes a point of Matthew and Tilly getting along again.

The author uses sentence parts a few other times in the story. Find two other examples on page 8.

Yes, "By himself" and "By herself" are the sentence parts.

The other two examples are "By himself" and "By herself." Guide the student to understand that the sentence fragments emphasize "being alone" and that nothing else needs to be said because the reader knows what the author means from the context.

Discuss how nothing more is needed other than the words "By himself." Guide the student to understand that the sentence fragment "By himself" is more effective when it is not in a complete sentence.

The author uses sentence parts—not complete sentences—to make a point. The following sentence shows how the author could have used a complete sentence. Read it aloud.

Matthew stomped up the stairs. He went by himself.

Now read the way the author wrote it in the story.

Matthew stomped up the stairs. By himself.

Which do you think works better?

The sentence part is "What a mess."

Read the following two sentences aloud. How could you write a sentence part? Underline only the words in the second sentence that give the main idea.

After my dog plays outside in the mud, he likes to run into the house. What a mess he makes.

Try writing this way yourself. Cross out the second sentence in each set. Write a sentence part of two or three words to give the main idea.

1. My friend Meredith lives five kilometres away from me. It is too far away.

   _____

2. Lonnie plays music all evening, his dog barks all the time, and his sister plays the trumpet. It is very noisy in that house.

   _____

3. I can eat three hot dogs, two pizzas, and a whole lasagna in one meal. I'm really just kidding.

   _____

The sentence parts are **too far**, **very noisy**, and **just kidding**.

Spelling

Refer to the Home Instructor's Guide for more information about this activity.

These are the words from your spelling pre-test.

ever soon since story white paper

In your Assignment Booklet, you will write sentences using each one of these words.

Here is an example.

That is the funniest book I have **ever** read.

Review the rules with the student.

When you are writing a sentence, remember to use

- a capital letter to begin each sentence
- a capital letter for proper names of people and places
- a period, question mark, or exclamation mark at the end
- quotation marks where needed

Try to use descriptive words in your sentences too.

Complete Day 7: Assignment 6 in your Assignment Booklet.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Fun with Phonics

Read the following sentence aloud.

In **August Paul** likes to **draw** dogs with big **paws**.

Read the bold words aloud. What vowel sound do you hear in each of the words? The sound is made by the letters **au** and **aw**.

Dictate the following sentences.

1. I saw a hawk today.

2. I like August because it's so hot.

3. The baby crawled to me.

Check the spelling, punctuation, and circled words afterward with the student. The words are **saw**, **hawk**, **August**, **because**, and **crawled**.

Refer to the Home Instructor's Guide for more information about this activity.

The vowel digraphs **au** and **aw** usually have the same sound.

Your home instructor will say some sentences. Print the sentences on the lines. Circle in yellow the words with **au** and **aw** sounds.

1. _____

_____

2. _____

_____

3. _____

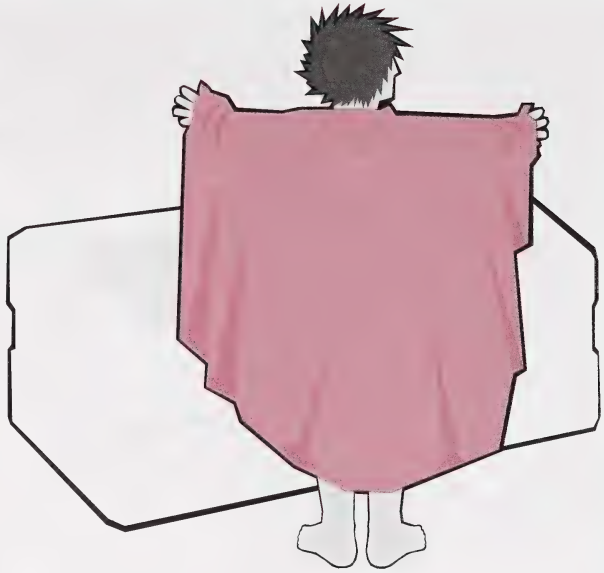
_____

Now you will be working with the sounds **au** and **aw**.

Do pages 195 and 196.

What Absorbs Best?

When you get out of the bathtub after you've had a bath, do you dry yourself with newspaper?
Circle Yes or No.
Why not? What do you dry yourself with? Why?



Would you use plastic wrap to wipe up a spill?
Circle Yes or No. Why not? What would you use?

You're going to experiment with different materials to see which ones **absorb** water the best.

Have the student answer the questions orally. Guide the student to understand that newspaper would not dry the body and would be too messy. The student dries him or herself with a towel because it's best for drying the body—it soaks up the water. Plastic wrap doesn't soak up water, but a paper towel does.

Have the student look up the word *absorb* in the dictionary and discuss that it means to soak up.

Provide the student with these materials: paper towel, toilet paper, plastic wrap, newspaper, writing paper, aluminum foil, wax paper, construction paper, and cotton balls. Have the student record his or her predictions on the chart.

In the chart, predict whether the material will soak up, or absorb, the water. Place a check (✓) under the appropriate column.

Material	My Prediction		My Observation	
	Absorbs Water	Does Not Absorb Water	Absorbs Water	Does Not Absorb Water
Paper Towel				
Toilet Paper				
Plastic Wrap				
Newspaper				
Writing Paper				
Aluminum Foil				
Wax Paper				
Construction Paper				
Cotton Ball				

Take out an eyedropper.

Procedure

1. Pour some water into a bowl.
2. Using your eyedropper, place three drops of water (one on top of the other) on the paper towel.
3. Watch what happens.
4. Record your observation on the chart.
5. Continue by placing three drops of water on each material and record your observation on the chart.

Have the student answer the questions orally. Explain that *repel* is the opposite of *absorb*. It means it kept the water out—the water will sit on the surface and bead. Absorbent materials soak up liquids.

Discuss the results of the experiment. As the student watches what happens to the water, ask the following questions: Does the water soak all the way through? How can you tell? What shape is the wetness? Did this material take longer, or was it quicker to soak up the water than another material? What happens to the water that isn't absorbed by a material? (It forms beads.) What shape are the water drops? (round)

Discuss uses for materials that repel water: raincoats, boots, umbrellas, rain hats, housing materials, construction materials, and so on.

Which materials absorbed the water and are absorbent? Which materials **repelled** or kept out the water?

Print the names of the **absorbent materials** on the lines.

_____

_____

_____

_____

_____

_____

Think of some uses for materials that repel water.

Coloured Water Art

Make a fascinating coloured water design with different colours. All you need is paper towels, water, and food colouring. Put a few drops of food colouring into each bowl of water. Fold a paper towel in half and then in half again. Dip one corner into one bowl. Open the paper towel. Do you like the design? Fold the paper towel again and dip all the corners in the coloured water. How do you like the paper towel now? Set the towel on newspaper to dry.

Make a few more designs with paper towels. Use different combinations of colours.

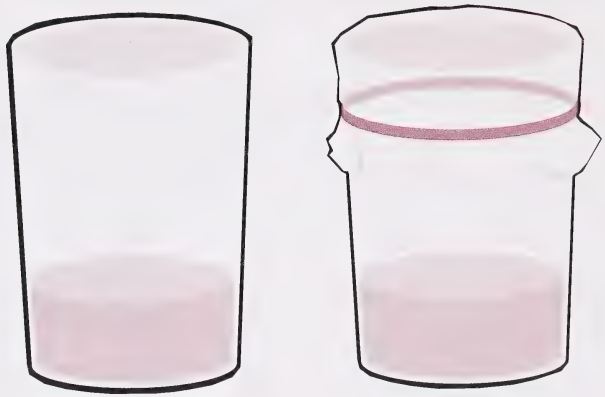
You will send one of your paper towel designs to your teacher on Day 9.

Refer to the Home Instructor's Guide for more information about this activity.

To extend the activity, the student can use a paintbrush and water colours to paint a picture or abstract design on a paper towel. Or the student can draw a picture or design on a paper towel with crayons. Then paint over it with a thin watercolour wash.

This preparation is for the evaporation experiment on Day 11. As it takes a few days for water to noticeably evaporate, have the student begin the experiment now. Make sure each glass contains exactly 200 mL of water. Check that the glass with the plastic wrap covering on it is tightly sealed with the elastic band. For best results, place the glasses in a spot where they will get a lot of exposure to sun or near a heat register.

Preparing for Day 11



You will now prepare some materials you will need to examine on Day 11. The experiment takes a few days to see the results.

Take two glasses that are exactly the same. Use a measuring cup. Fill each glass with exactly 200 mL of water. Cover one glass with plastic wrap. Secure it tightly with an elastic band. Place both glasses in a warm place where they won't be disturbed for a few days. That's all you have to do.

Looking Back

What did you think about the designs you made with the paper towels and coloured water? Why?

What did you like about the designs?

What is one thing you might do differently next time?

Did you enjoy making the guitar? Why or why not?

What was the best part of the day? Why?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 5A and complete Day 7: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Play "Duo" by Georges Bizet. Ask if anyone knows what family of instruments is being played.
- Show your guitar. Play a tune.
- Read "Matthew and Tilly."
- Show your paper-towel art.
- Talk about absorbent and repellent materials.

Day 8: Keeping Water Out

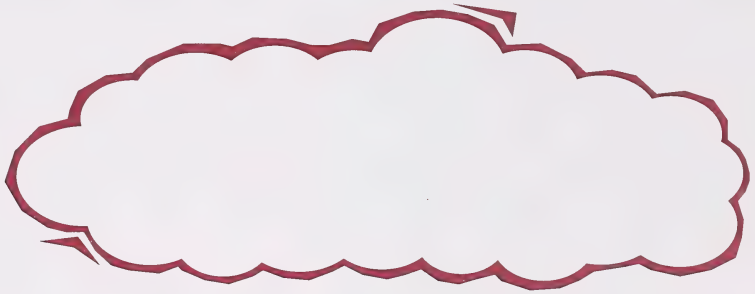
Sometimes you don't want water to be absorbed. Sometimes you want to keep it out. Today you will find out ways of doing that.

You will also continue to explore friendship. What kind of person is your best friend?

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is  .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Work on Module 5: Day 8.

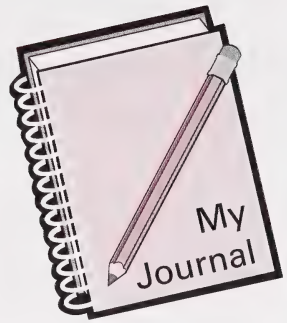
Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

Journal Time

Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Best Friends

Do you have a best friend? Circle Yes or No. What do you do together?

Assist the student in selecting a topic as needed.

Have the student talk about his or her best friend and what they do together.

Take out the book *All Join In.*

Read "Matthew and Tilly" silently.

Have the student answer orally.

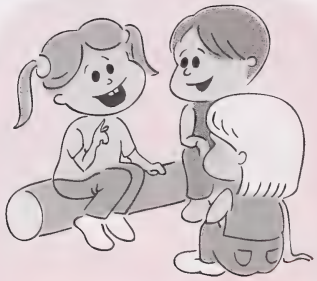
Are Matthew and Tilly best friends? What kind of friend is Tilly? What kind of friend is Matthew?

What do you think made Tilly smile on page 10? What do you think made Matthew apologize?

Would you like to have Matthew or Tilly as a friend?

Explain *quality* as something special that makes a person or object what it is. Have the student look up the word in the dictionary. Discuss qualities people can have. A best friend would be honest, loyal, fun to be with, cheerful, co-operative, caring, and friendly.

What **qualities** do you think are important in a friend? A quality is something special about a person or object that makes it what it is. Talk about some qualities a friend should have with your home instructor.



Write some qualities on the lines to finish the following sentence.

A friend should be _____

_____

_____

_____

Complete Day 8: Assignment 7 in your Assignment Booklet.

New Words

Listen to each word as the student says it aloud. Correct the student if needed.

These are other words from the story "Matthew and Tilly." Read them to your home instructor.

because	together	broke

always	mean

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look–say–cover and see–write–check** way of learning to spell these new words.

Use the new words to complete this sentence.

Joey said, "I _____ that it

_____ accidentally."

The answers are **mean** and **broke**.

Write a sentence using each of the new words **because**, **together**, and **always**.

Check the sentences for content, spelling, and punctuation.

1. _____

_____

2. _____

_____

3. _____

_____

Have the student print the answers on the lines using the new words from the story. The words are **always**; **to**, **get**, **he** or **her**; **au**; **broke**; **bean**, **seen**, **green**, **Jean**, **lean**, **teen**, or **keen**.

Print the answers to the following on the lines.

The opposite of **never** is _____.

Write three little words in **together**. _____

_____ _____

What is the vowel digraph in **because**?

_____

Change a letter in the word **brake** to make one of the new words. _____

Print four words that rhyme with **mean**.

_____ _____

_____ _____

Take out five white index cards.

Print the five new words on the white index cards. Put the cards on your Word Wall.

Take out your *Collections Writing Dictionary.*

Print the five new words in your dictionary.

If there are any other words from the story "Matthew and Tilly" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.

Break for lunch.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Words I Use Often

Refer to the Home Instructor's Guide for more information about this activity.

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Guide the student in identifying the vowel digraphs in **saw**, **seal**, **zoo**, and **August**.

Read the following sentence aloud and find the vowel digraphs.

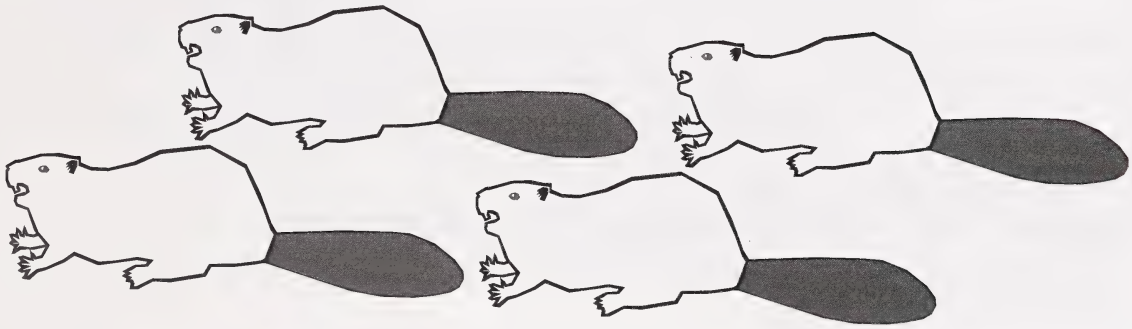
I saw a seal at the zoo last August.

Print the vowel digraphs in the seals.

Read these words aloud.

look moon beaver bread

Find the vowel digraphs in each word and print them in the beavers.



The digraphs are **aw**, **ea**, **oo**, and **au**. Have the student repeat the sound of each one.

Remind the student that some digraphs stand for more than one sound. The digraphs are **oo**, **oo**, **ea**, and **ea**. Have the student repeat the sounds of each one.

Dictate the following sentences.

1. I like to cook with a spoon.

2. Paula saw a fawn in her yard.

3. Dad likes to eat steak with bread.

Check the spelling, punctuation, and circled digraphs afterward with the student. The words with digraphs are **cook**, **spoon**, **Paula**, **saw**, **fawn**, **eat**, **steak**, and **bread**.

Your home instructor will say some sentences. Print the sentences on the lines. Circle in green the words with vowel digraphs.

1. _____

_____

2. _____

_____

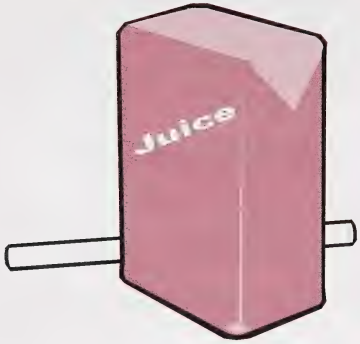
3. _____

_____

Now you will be reviewing vowel digraphs **oo**, **ea**, **au**, and **aw**.

Do pages 197 and 198.

Hold That Water



Have you ever wondered why milk doesn't leak out of a milk carton? Or why juice doesn't leak out of a juice pack?

Containers like that are **waterproof**. What do you think waterproof means?

It means water and other liquids cannot go through. Can you think of some things that are waterproof?

You're going to experiment with different materials to find out which ones repel water and are waterproof and which ones aren't.

Encourage the student to consider what *waterproof* could mean. Waterproof indicates something that will not let water through. Brainstorm things that are waterproof: raincoat, rubber or plastic boots, and rubber gloves.

Provide the student with a sieve, a large piece of newspaper, plastic wrap, wax paper, paper towel, and a piece of cotton cloth like a dishcloth or tea towel. Explain that the student will pour water on the material to see if water leaks through it. If it leaks, then it does not repel water, and it is not waterproof. Have the student print his or her prediction on the lines. The water may have to sit for a while before it leaks through the newspaper.

You will need a sieve, a cup, and some water. You will also need the following materials to test:

- newspaper
- paper towel
- plastic wrap
- wax paper
- cloth towel

Predict which materials you think will not let water leak through because they are waterproof.

_____

_____

Procedure

1. Line the sieve with the newspaper.
2. Carefully pour a cup of water into the sieve.
3. Watch what happens.
4. Record the results in the chart.
5. Line the sieve with the other materials, one at a time.
6. Record the results in the following chart.

Material	My Observation	
	Water leaked through it.	Water did not leak through it.
Newspaper		
Cloth Towel		
Plastic Wrap		
Paper Towel		
Wax Paper		

Which materials are waterproof?

_____

_____

How do you know that?

_____

_____

Have the student print the answers on the lines. The **plastic wrap** and **wax paper** are waterproof **because they did not let the water pass through.**

Have the student print the answers on the lines. Guide the student to understand that lining the container with a waterproof material will enable it to hold water. The answer is to line the basket completely with one of the materials that proved to be waterproof: the plastic wrap or the wax paper.

Solve the following problem.

You want to make a container to hold apple juice. All you have available is a straw basket that has many small holes in it. How could you turn the straw basket into a waterproof container? What would you use? Why?

_____

_____

_____

Did You Know?

Flower shops line baskets with plastic to hold flowers and plants. That way, when the plants are watered, the water doesn't leak out.

Waterproofing Paper

You want to line a container to make it waterproof, but you don't have plastic wrap or wax paper. You do have writing paper. You also have some wax crayons. What can you do to make the writing paper waterproof?

Take out a sheet of unlined paper.

Take out wax crayons, a felt pen, and pencil crayons.

Colour an area on the paper solid with one of your wax crayons. With your eyedropper, place three drops of water, one on top of the other, on the area you coloured. What happens? Why doesn't the water go through the paper?

Try this with other materials. Treat four more areas of your paper. Spread some oil and petroleum jelly on the paper. Colour another area with a felt pen and a different area with a pencil crayon.

Discuss a way to waterproof the paper using wax crayons. Guide the student to see that the wax on the wax paper made it waterproof. Ask if wax from a wax crayon could waterproof plain paper. Have the student colour an area about 5 cm × 5 cm on the paper.

The water beads on top of the wax because the wax makes the paper waterproof. Provide the student with cooking oil and petroleum jelly. Have the student spread some cooking oil and petroleum jelly on the paper. Then check if they make the paper waterproof by placing drops of water on the treated areas. Have the student try this with the felt pen and a pencil crayon as well.

With your eyedropper, place three drops of water, one on top of the other, on the treated areas. Record your observations in the chart.

Materials	Results
Wax Crayon	
Petroleum Jelly	
Cooking Oil	
Felt Pen	
Pencil Crayon	

Which materials waterproofed the paper?

_____

_____

Guide the student to understand and say that the wax crayon, petroleum jelly, and cooking oil waterproofed the paper. The water did not go through the paper but beaded on top of the treated area.

How do you know that?

_____

_____

There are many ways that people use this information every day. Can you think of some?

Looking Back

Which of the two experiments did you like best? Why?

What new things did you learn about waterproof materials?

Did you find it easy or difficult to record what you observed? Why do you say that?

What was the best part of today? Why?

Discuss how fabrics, papers, wood, and metal are coated with plastic, oil, wax, and paint to prevent rust or rot. In the home, fabrics, rugs, and furniture are coated with a protector to repel water and stains. Leather protector sprays make shoes and boots repel water.

Turn to Assignment Booklet 5A and complete Day 8: Learning Log. Have the student include his or her comments.

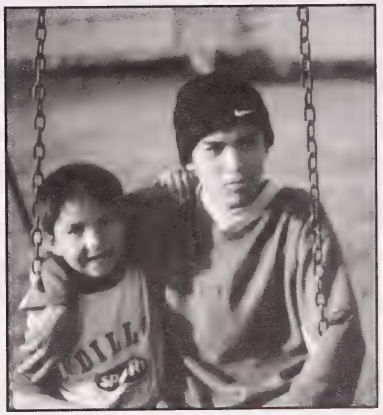
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Talk about the qualities of a good friend.
- Talk about waterproofing materials. Show how you waterproofed paper.
- If you did the enrichment activity—the story about you and your best friend's problem—read it aloud.
- If you did the other enrichment activity—magazine pictures showing friends doing things together—show it and talk about it.



Day 9: Making Things with Water

Water is used in many different ways!

You will read about children who use it to make chalk to paint sidewalks. You will paint with water today. And you will make a treat with it. You may even decide to make chalk too.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is .

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for today's weather on the calendar in the square for today's date.

Work on Module 5: Day 9.

Discuss today's forecast with the student. Have the student answer the questions orally.

Discuss the current weather with the student.

Music and Movement

Name the four instrument families. Give two examples each of percussion and string instruments.

Today you will look at members of the woodwind family. Look at these pictures of woodwind instruments. They are part of the woodwind family because they were all originally made of wood. Many are now made of metal or plastic.

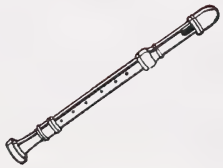
flute

piccolo

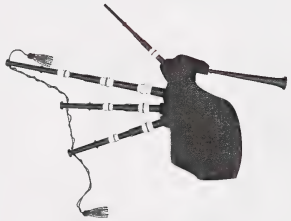
clarinet

oboe

bassoon



recorder



bagpipes

Review the four instrument families: strings, brass, woodwinds, and percussion. Check Days 3 and 7 for examples of percussion and string instruments.

Go over the woodwind instruments pictured and discuss how each one is used. For a description of each, see the Home Instructor's Guide. Explain that they are part of the woodwind family because they were originally made of wood and you blow into or across a hole to make music. (Modern piccolos and flutes are often made with metal and recorders are made with plastic.)

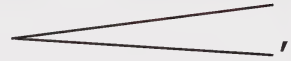
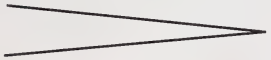
Remind the student that *JEUX D'ENFANTS* is French for children's games. Today the student will listen to Georges Bizet's "Impromptu" from his composition *JEUX D'ENFANTS*. Review the definition of a *composer* (someone who writes music). "Impromptu" is played by woodwinds and strings. You can hear the woodwinds clearly above the strings.

Play Bizet's "Impromptu." Then discuss the piece with the student: the dynamics (loud, soft) and tempo (fast, slow). Discuss the student's feeling about the music and if he or she could easily imagine a top spinning. Guide the student to notice and say that the music is quick, just like a top spinning quickly.

You listened to a piece called "Duo" from the composition *JEUX D'ENFANTS* by the composer Georges Bizet on Day 7. Today you will listen to another section from his composition. It's called "Impromptu," or "The Top." *Impromptu* is French for "short piece of music." This piece is about a spinning top.

"The Top" was written for woodwind instruments and strings. The main sound you hear will be the woodwinds. Find a comfortable spot and listen carefully for the woodwinds in the piece.

Did you enjoy the music? How does it make you feel? Did you hear the woodwinds over the strings? When you listened to the music, could you imagine a top spinning? Why?

Listen to the piece again. Pay attention to how it begins quietly, and then gradually gets louder. This is called **crescendo**. When you see this sign in music  , it means to slowly get louder. When you see this sign  , it means to slowly get quieter. This is called **diminuendo**.

Discuss how music dynamics (loudness or quietness) can change suddenly or gradually. A gradual change to louder is called *crescendo* and to slowly get quieter is called *diminuendo*.

Listen to another piece from the CD. It's called "Danse des Mirlitons." That's French for "Dance of the Reed Pipes." Reed pipes are woodwinds. They're like flutes. This piece is from the ballet "The Nutcracker." You listened to part of it in Module 3. It was written by the Russian composer Peter Tchaikovsky.

Play "Danse des Mirlitons (Dance of the Reed Pipes)" from "The Nutcracker." This is a good example of woodwinds. Then discuss the piece with the student: the dynamics (loud, soft, crescendo and diminuendo) and tempo (fast or slow). Discuss how the music made the student feel. Play the piece again.

For the movement part of the lesson, play "The Top" and "Dance of the Reed Pipes" several times. Have the student move expressively (spin like a top) or dance (as if in a ballet) to the music. Join in with the student. Play "The Pied Piper" and "Themes for Narnia" so the student can hear how a clarinet, flute, and piccolo sound.

Explain that a *festival* is a celebration that lasts a day or a few days, where plays, concerts, and fun activities occur. Discuss any festivals the student might have been to and what they were like.

In the "Dance of the Reed Pipes," you can hear the flutes clearly. Listen for them.

Listen to the piece again. Can you hear crescendo or diminuendo in it? One or both?

If you want to hear how a clarinet sounds, listen to "The Pied Piper." You listened to it in Module 4. You can really hear the clarinet clearly in this piece. What do a flute and a piccolo sound like? Listen to "Themes for Narnia" to find out.

Festivals of Fun

Have you ever been to a festival?

Circle Yes or No.

What was it like? What did you do there?

You're going to read about a festival that takes place every year in Edmonton.

Take out the book *All Join In*.

Find the selection "Chalk Talk." Look at page 11. The title and pictures give you clues about what the selection will be about. What do the clues tell you?

Who is the author of "Chalk Talk?"

The author is **Art Grant**.

Who is the illustrator?

The illustrator is **Linda Hendry**.

What do you think the art festival will be like? Where will the people get the giant chalk to make the drawings?

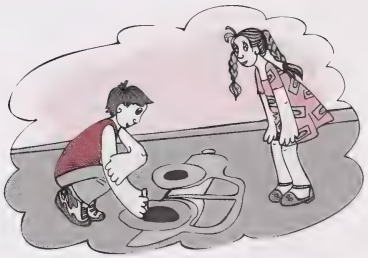
Read page 11 aloud. What is it about?

Read page 11 to the student. Have the student answer the questions orally. Then have the student read page 11 on his or her own and restate the ideas in his or her own words. Have the student read pages 12 to 14 and restate the information in his or her own words.

Look at pages 12, 13, and 14. Look at the illustrations. Read the recipe. What ingredients do you need to make chalk? What do you have to do after you get your utensils ready? Tell how chalk is made.

To make other chalk sticks, you have to wash the colour off your hands and follow the steps again. The artists names are Brienne and Daniel.

Read page 15 aloud. What do you have to do before you make other chalk sticks? What are the names of the two artists? Read the last sentence. Why is that a good way to end?



Read the selection again silently.

Answer Me This

Have the student answer the questions orally. "Pastels on Pavement" is an art festival. People draw with chalk on the pavement—yellow and blue make green, red and blue make purple, and red and yellow make orange. Plaster of Paris is a powder like chalk. You need 15 mL of hot water. It would be too runny.

What is "Pastels on Pavement"? How did the drawings get on the pavement? If you don't have green, purple, or orange powdered paint, how can you make those colours? Why do you think plaster of Paris is needed to make chalk? How much hot water do you need? What would happen if you used 100 mL of hot water instead? Would you like to make this chalk? Why? What would you do with it?

Journal Time

Take out your journal. Turn to the Reading Response section.

Did you enjoy "Chalk Talk"? Tell why or why not. What was your favourite part? Why? Which pictures or illustrations do you like best. Why? What did you learn from this selection?

Read the questions with the student. The student may choose to answer one or more of them in the journal.

Remember to print the day's date at the top of the page.

New Words

Read these words from "Chalk Talk" aloud.

Listen to each word as the student says it aloud. Correct the student if needed.

follow	measure
plastic	powder

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel pairs, consonant blends, and vowel digraphs to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look–say–cover and see–write–check** way of learning to spell these new words.

Use the new words to complete this sentence.

To make chalk you need to _____ plaster of Paris into a _____ container.

The answers are **measure** and **plastic**.

Write a sentence using each of the new words **follow** and **powder**.

1. _____

_____

2. _____

_____

Print the answers to the following on the lines.

When you add water to this, you make a paste.

_____

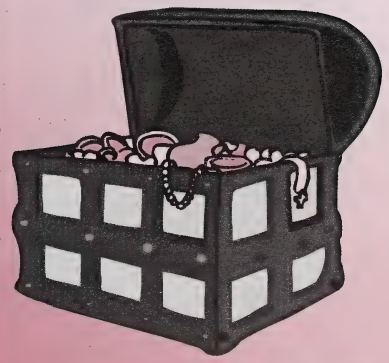
What is the opposite of **lead**? _____

This material is waterproof. _____

Print the word that has the same-sounding vowel digraph as **treasure**. _____

Check the sentences for content, spelling, and punctuation.

Have the student print the answers on the lines. The words are **powder**, **follow**, **plastic**, and **measure**.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

If there are any other words from "Chalk Talk" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Describe a Drawing

Turn to page 11 in the selection "Chalk Talk." Look at the middle photograph. Describe what you see on the lines.

What is the drawing in the picture?

_____

What colours are used?

_____

Give details of the drawing.

_____

_____

Take out a sheet of lined paper.

Encourage the student to use precise, descriptive language when describing the drawing. For example, there are three colours used, and the picture is of an animal that looks like a horse and has a horn. Discuss unicorns with the student. Explain that unicorns are imaginary animals.

Turn to the Home Instructor's Guide for more information about this activity.

Use your imagination to write about the animal you just described. Tell what a unicorn looks like, what colours it is, where it lives, and what it likes to do. Then draw a picture of the unicorn to look just the way you described it.

You will send your description and drawing of the unicorn to the teacher at the end of the day.

Break for lunch.

Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Fun with Phonics

You just found the following mystery note. Some of the letters have been left out. Fill in the missing vowel pairs or digraphs to find out what it says.

The qu____ ____n s____ ____s her p____ ____s and carrots have b____ ____n stolen! The cr____ ____k ran d____ ____n to the b____ ____ch. He tr____ ____d to escape in a s____ ____lb____ ____t. He was c ____ ____ght when he stubbed his t____ ____ and fell on his h____ ____d.

Here are the sentences. The queen says her peas and carrots have been stolen. The crook ran down to the beach. He tried to escape in a sailboat. He was caught when he stubbed his toe and fell on his head.

Read these words aloud. Then circle the vowel digraph in each one.

steak meat took moon

Vowel digraphs can have a short or long sound, as in steak and meat, or have special sounds, as in took and moon.

You will now review vowel pairs and vowel digraphs. Make the fold-up book on pages 201 and 202 of your phonics book. After you make the book, print your name on it and read it aloud.

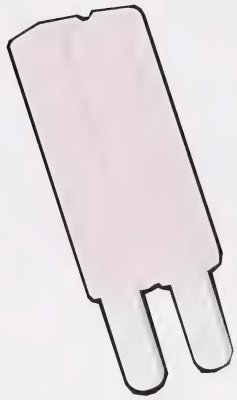
Do pages 199 and 200.

Refer to the Home Instructor's Guide for more information about this activity.

Liquids and Solids

Discuss how a liquid can change its state and shape. The student might suggest ice or snow. The student conducts the first part of this experiment today and will finish it in Day 10. Make sure some of the juice used in today's experiment is available in liquid form on Day 10.

Do you think liquids can change shape?
Circle Yes or No. How?



You're going to do an experiment to see if a liquid can change shape.

Materials

- a favourite juice
- two paper cups
- two craft sticks
- two pencils
- tape

Procedure

1. Pour the juice into each cup, so it is about $\frac{2}{3}$ full.
2. Examine the juice. What tells you it is a liquid?
3. Take a small sip of the juice. What does it taste like?
4. Discuss how you can change the juice into a solid.
5. Put a craft stick into each cup. Tape the top of the stick to a pencil and lay it across the cup.
6. Put both cups into the freezer.

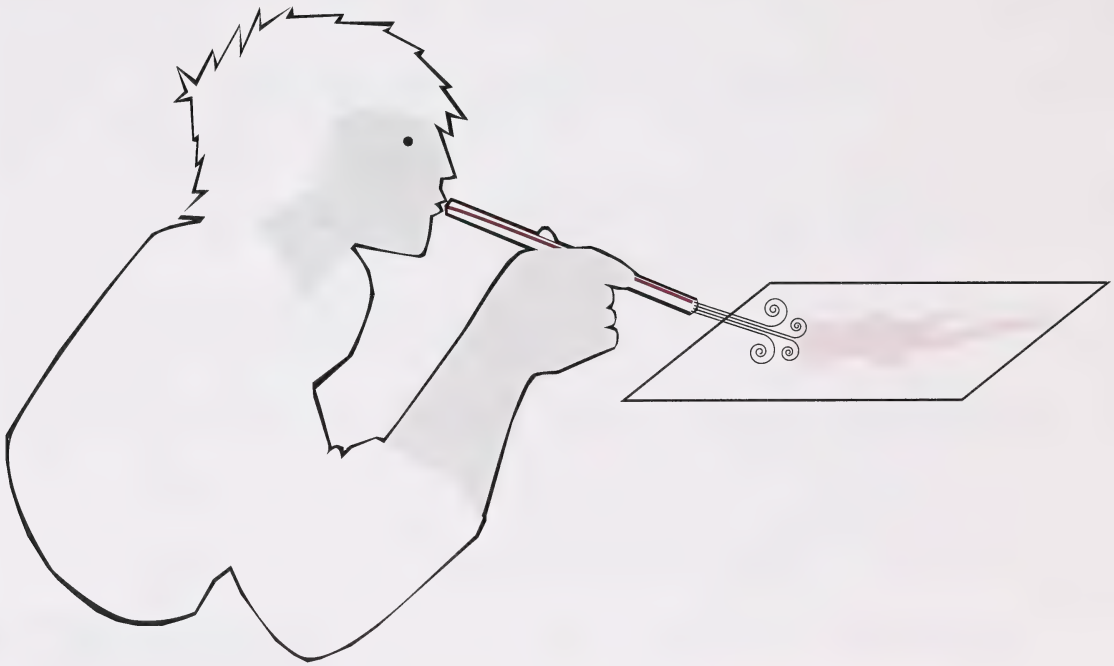
You will see what happens to the juice in the cups in Day 10.

Have the student examine the juice in step 2. The juice is a liquid because it pours, it takes the shape of the cup, and the drops form beads.

In step 4, ask the student if a liquid can become a solid. Discuss how to change the juice into a solid.

Provide the student with a straw, semi-absorbent paper (such as construction paper), and food colouring or thin paint. The student applies one or two drops of food colouring or paint to the paper, and then blows through the straw to move the drops around to make a design. Have the student tip the paper as well in order to move the colour in different directions. Have the student keep adding different coloured drops until he or she is satisfied with the design. Demonstrate how to do it. The student may make several paintings. Have the student select one to submit to the teacher.

Liquid Art



You can make beautiful patterns using water and paint and a straw! Your home instructor will show you how to do it. Add colours and patterns until you have a design you like.

Make a few paintings. Choose one to send to your teacher. Display the others where family members can see them.

You will send the coloured design to your teacher at the end of the day.

Looking Back

Which pages of writing from the last nine days are your favourite? Why?

Is there something special about them you want your teacher to notice?

Do you think your writing is getting better? How is it improving?

Complete Day 9: Assignment 8 in your Assignment Booklet.

Story Time

Relax and enjoy the story!

A good way of helping the student remember the writing activities of the past nine days is to sort through the Student Folder together. Help the student pick out two or three writing pages that he or she feels are well done. See the Home Instructor's Guide for further information.

Turn to Assignment Booklet 5A and complete Day 9: Learning Log. Have the student include his or her comments.

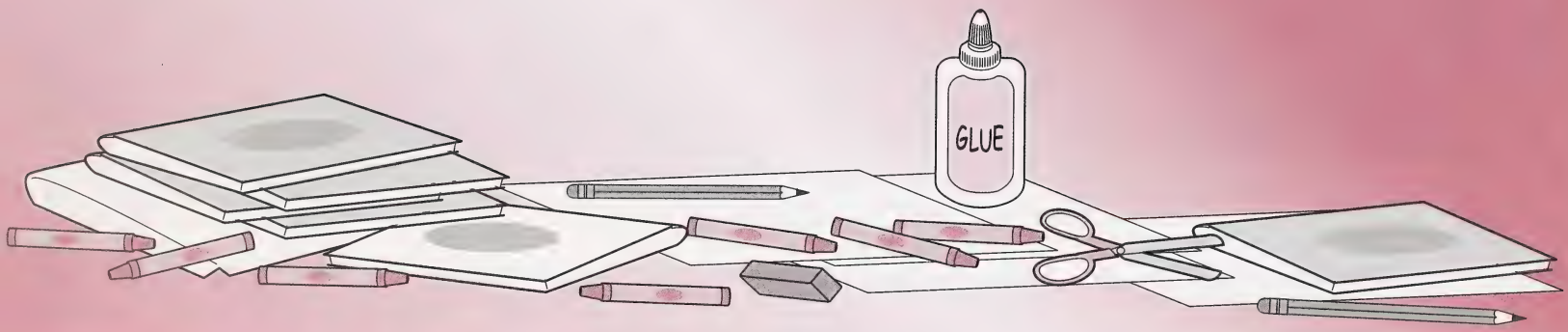
Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read "Chalk Talk."
- Tell what you know about woodwind instruments.
- Read your description of the unicorn and show your picture of it.
- Show the designs you made using water, paint, and a straw.

Appendix

Image Credits
Cut-out Learning Aids



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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday